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ABSTRACT

The booklet prints the following papers delivered at a national conference: Actualizing Concepts in Home Management: Decision Making, Dorothy Z. Price; Innovations in Teaching: Ergonomics, Fern E. Hunt; Relevant Concepts of Home Management: Innovations in Teaching, Kay P. Edwards; Standards in a Managerial Context, Florence S. Walker; Organizing: An Action-Oriented Concept, Nancy A. Barclay; French Lick--Twelve Years Later, Marjorie M. Knoll; A New Look at Home Management, Francille M. Firebaugh; Community Resources to Implement New Concepts of Home Management, Sara Taubin; Actualizing Concepts in Home Management Through Applied Research, Alpha H. Jones; Home Management Field Experiences in a Welfare Department, Mildred J. Brooks; Status of Field Experience as a Home Management Experience: Preliminary Results, Kathleen Faith Mikitka; Techniques of Teaching Home Management: Video-Taped Case Studies, Geraldine Gage; Simulation: A Teaching Technique in Home Management, Dorothy A. Larery; Field Experience Course at North Dakota State University, Bea Rystad; Computer-Assisted Problem Solving: Budgeting for Retirement, Frances M. Magrabi and Lucille Mork; Education Through Student Interaction, Nancy Hungerford and Suzanne Tucker; Spectrum of Life Styles: Today and Tomorrow, Lester A. Kirkendall; Determinants of the Employment Status of the Wife-Mother, Joan Marie Sampson; and Home Management and Single-Parent Families, Louise Bates. (PR)

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A National Conference on

ACTUALIZING CONCEPTS IN HOME MANAGEMENT

Sponsored by the

Family Economics-Home Management Section

of the

American Home Economics Association

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Atlantic City, New Jersey

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PREFACE

The Family Economics-Home Management Section of the American Home Economics Association presents here the proceedings from its 1973 national workshop on "Actualizing Concepts in Home Management." It was the hope of the co-chairmen that this conference would be in some sense an extension of the work done at the 1961 French Lick conference on concepts. The focus was on how the concepts crystallized at French Lick and since that time can be taught in ways which change behavior.

This conference is one of a developing series by this Section which have tended to be held biennially and to emphasize management and economics at alternate meetings.

It might be well to look back over the conferences sponsored by this Section. The list reveals something of the scope of concern and the regularity of the conferences. The list may not be complete as it is taken from personal files and reports in the Journal of Home Economics. A list of Proceedings which are available can be obtained from AHEA.

July 1950	Home Management Conference	Cornell University
June 1952	FE-HM Conference on Areas of Research	Ohio State University
June 1953	Teaching Home Management	Purdue University
August 1954	Family Consumption Research	University of Chicago
July 1955	Interrelationship of Values and Decision Making in Home Management	Michigan State University
June 1956	Teaching Family Economics	Pennsylvania State University
June 1958	Using Family Expenditure and Related Data in Teaching Financial Management	Swarthmore, Pennsylvania
June 1960	Work Conference on Social Science Foundations of Family Economics and Home Management	Iowa State University
July 1962	Teaching of Home Management	Purdue University
June 1964	Conceptual Framework: Process of Home Management	Michigan State
June 1967	Issues in Family Economics	Louisiana State
June/July 1969	The Family: Focus on Management	Pennsylvania State University
June 1971	Family Income Maintenance Plans	Denver, Colorado
June 1973	Actualizing Concepts in Home Management	Atlantic City, N. J.

The Family Economics-Home Management Section has a record of including all section members in the development of the field. It is hoped that again these proceedings reflect your thoughts and ideas in the further development of actualizing experiences in home management.

Sarah L. Manning, Chairman 1971-73
Family Economics-Home Management Section

Lois Schwab, Co-Chairman
Carole Vickers, Co-Chairman

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ACTUALIZING CONCEPTS IN HOME MANAGEMENT: DECISION MAKING

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This paper will focus primarily on the family decision simulations described in the publication "Family Decisions: A Simulated Choice/Chance Game."

This particular game was developed primarily as a research instrument, and secondarily as a teaching tool. Therefore, it focuses mainly on one aspect of decision-making: the actual process of selection of an alternative; its main teaching value is related to only that aspect of decision-making. In my own classes, I limit its use to three or four sessions of a three-credit semester class devoted entirely to family decision-making. Such decision-making is an extremely complex, far-reaching concept which can be covered adequately only through use of a variety of teaching methods and tools, and not through reliance on one. Therefore, my course covers several areas: relationship of values to decision-making; different styles of decision-making (traditional, organizational and humanistic); different types of decisions (social, economic and technical); the process of decision-making; relationship of environment (both the family and the general society) to decision-making; and relationship of decision-making to optimal growth and development. To help students go beyond a theoretical grasp of these concepts and to be able to actually apply them, I rely on many approaches. Some of these include: lecture (which is quite limited); small group work (these focus on specific group projects, group experiments, and on discussion questions); research instruments (used by students as a starting point for assessing and discussing selected aspects of their own or other's decision-making and of factors related to decision-making); outside readings (from varied professional literature as well as some popular publications); outside activities (including speakers, motion pictures, TV programs, etc.); applied term projects (individual or group); a great variety of optional individual or group projects (which may range from development of a collage depicting one's values to a broad survey of parental or student attitudes on some recent development which can affect general values, or problem situations and solutions); and, of course, decision simulations.

The process of decision-making is certainly important, but other factors related to decision-making may be even more important, and should receive increased emphasis. One's entire approach toward problems and problem solution can dictate varied actual decision processes which may be quite effective, though different from a traditional decision approach. Also, the effect on the individual should be kept in mind. Is a decision process which best achieves a goal necessarily the most effective one? Or are other elements also important--such as the aforementioned effect on the individual involved in the process? My approach to teaching decision-making, then, focuses throughout the course on what happens or can happen to the person involved in this process, as well as on goal identification and attainment. As is obvious, I view decision-making within a very broad context. The idea of a variety of approaches to decision-making is always kept in mind, along with the necessity for evaluating the effectiveness of these according to situation and according to individuals involved.

There are limitations inherent in the use of decision-making simulations. Most important is that it be used within the context of other decision-making material. It can not stand alone in a teaching process. Information about decision-making should both precede and follow its use.

In addition, it must be pointed out to those involved in the simulation that it covers only a limited aspect of decision-making. Otherwise, they retain a very limited, often warped view of what actually is involved in decision-making. Effective use of a simulation, then, requires the presence of a skilled person, knowledgeable in the area of decision-making.

Generally this game appears to be effective both in formal class sessions (from junior high thru graduate classes) and with informal groups. There should be at least a minimal degree of rapport among members of the group participating in the simulation. Since this is a family simulation, this prerequisite is quite necessary. In a classroom

generally sufficient rapport is present after several weeks of class. In non-classroom situations, the types of groups and their interest usually are key points. If the group is composed of family members, there is no problem. If the group is an ongoing one and/or has requested this information, generally the rapport and interest are sufficient for effective use of the simulation.

From a technical point of view, groups of two to six people seem most efficient and most beneficial to those involved. Ideally, it is best to work with three to four groups at one time, though with a little experience it is possible to handle up to ten groups simultaneously. In the latter situation, space arrangements take on added importance. A room (or rooms) need to be set up so as to insure a minimum of conversational interference between groups.

Frequently, it is helpful to tape record the sessions. The group can then listen to their own discussion and more clearly pinpoint and relate decision aspects being emphasized in that particular session. For this reason, when involved with many people (such as with a large class), it is sometimes advisable to involve only part of the class in simulation on any given day, while the remainder are involved in alternative projects. It is also wise to limit the number of groups when working with individuals with limited education. They have little problem in the sessions, but sometimes do require additional aid, either in reading or in clarifying some of the material.

Participants should be given sufficient time prior to the actual decision-making aspect of the simulation to acquaint themselves with the background of the particular family. Each person should have a copy of this and be encouraged to read it thoroughly at the beginning of the session. It is helpful to distribute only the background information at the beginning, and to wait until it is read before distributing information regarding the first decision situation. Otherwise, some individuals tend to read the background material somewhat selectively, assimilating only the data they consider to be related to the decision to be discussed first. In so doing, they may miss getting a true feeling for the total value pattern of the family.

The length of time it takes to complete an entire simulation ranges from 45 to 90 minutes in most cases, depending on the amount of discussion which occurs. This can be completed in one session, or spread out over a period of time. With informal groups, I tend to rely on one session. In the classroom, I prefer to use more sessions, devoting one to each problem situation and focusing questions on areas under discussion during that period. I have found that in these cases, class members soon form a strong identification with "their" family and enjoy returning to sessions in which they again work with them.

There are two aspects of the simulation which seem to give the greatest problem to those working with it, and generally seem to bother students more than others. The main difficulty is the unwillingness to accept the result of the alternative selection. They frequently interpret this as mere chance or whim and something they should be able to control more readily. It is difficult for them to accept the fact that regardless of how good you are at decision-making and regardless of how much time and effort you put into trying to solve the problem you can not totally control the outcome. They would like a guarantee that their efforts will be rewarded always with good results and retain the traditional belief that "if you're good and work hard enough, things will turn out right." This has turned out to be one of the most beneficial side effects of the simulation. It opens up a broad area of discussion of many factors which ultimately affect one's entire approach to decision-making. These include broad value questions related to how much control we have or should have; how much control we should exert, especially when other people are involved; and many other ethical problems related to manipulation in order to more closely guarantee our own control over a situation. The ways in which broad societal changes can affect the result of a decision made by a family or an individual are also brought out. War, inflation, riots, political scandals, unemployment, etc. suddenly take on a more personal meaning. This is not always a pleasant revelation, since students discover more fully that they cannot totally control the results of their decisions. It is however an important understanding. With families and older people, the problem here is often the reverse: convincing them that they are not powerless and that conscious decision-making will enable them to exert some degree of control over their destinies.

A second less important difficulty centers on satisfaction scores. Here, it is often necessary to reemphasize, time and time again, that these merely reflect the value patterns of one particular representative, not "average," family. They would most likely be different for any other family or for any other individual. They represent the unique, personal aspect of decision-making--values of those actually involved.

Despite the fact that the primary emphasis of this simulation is on the decision process, it can indirectly be used to bring out other aspects of decision-making. This depends primarily on instructions given to the group and on follow-up questions which they are asked to consider. For example, relationship of values to selection of an alternative can easily be incorporated. A group might be instructed to make a decision as it thinks the simulated family would, and then to remake the same decision--acting as itself. In the latter situation, the group merely needs to disregard satisfaction scores given for the simulated family, or replace them with its own. Or each individual might be given a different way of life with specific conflicts built into some of the value systems for several individuals. Discussions, problems and solutions resulting from these situations can then be used to indicate the various ways in which values enter into decision-making and how they influence possible results. Situations such as these can be set up to focus on amount and quality of information; quantity and relevance of alternatives; degree of control over decision results; degree of risk; effect of environment; amount of participation in decision discussions, as well as many other relevant factors. The key point here is that the family decision-making game is a tool which can be used in many ways to fit different purposes.

Finally, let me reemphasize the need to continue to view these tools simply as such--tools, which will aid in teaching, in research and in counseling. We need more and better tools. But, since these are merely tools, we must remain cautious that we do not direct all of our energies in this direction. The tools are only useful if they stem from strong, research based theoretical backgrounds. There is still a great deal we need to learn about decision-making itself, especially within the family. I would hope that in our search for tools, or instruments, we do not overlook this primary need.

INNOVATIONS IN TEACHING: ERGONOMICS

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Ergonmics Defined

The term ergonomics is said by some to stem from the two Greek words ergon, meaning work, and -nomia, a combining form meaning a system of laws governing a field or the sum of knowledge regarding them. Others say that the word stems from erg- plus economics and means biotechnology or human engineering. At any rate, much of the literature on man and his work is concerned with economic factors (Edholm, 1967, p. 12).

The word was coined following World War II in response to the need for a term to describe an interdisciplinary approach to the scientific study of man and his work. The scope of ergonomics includes "physiological, anatomical and psychological aspects of man in his working environment" (Edholm, 1967, p. 21). The concept of ergonomics was an outgrowth of wartime experiences which led to ad hoc teams of scientists from different disciplines working together on problem solving.

Studies on work were begun in the late 1800's in industrial settings and generally dealt with physiological aspects of muscular work or with close examination of details of work. Findings from many of the studies conducted in industry have implications for work in the home. In addition, work in the home has been a concern of home economists for many years, including aspects of the work itself, of the design of the work place in relation to the work and to characteristics of the worker, and of tools with which to accomplish the work. Findings from many of the studies dealing with performance of household work are effectively presented in Work in the Home (Steidl and Bratton, 1968).

In England, an Ergonomics Research Society brings together people who work in the field of human engineering--anatomists, physiologists, industrial medical officers, industrial hygienists, design engineers, work-study engineers, architects, illuminating engineers, and anyone whose work is related to any aspect of human performance. In the United States, the counterpart of the Ergonomics Research Society is the Human Factors Society. Both of these societies publish technical journals (Ergonomics in England and Human Factors in the United States) which contain research reports and information useful to home economists and occasionally by one. These two publications provide excellent source material for teachers and students of home management concerned about the relationships among the worker, the work place, and the equipment used there as these apply to accomplishment of work in the home.

Emerson in his essay, Works and Days, recognized that "All the tools and engines on earth are only extensions of its limbs and senses." This thought puts the human central to the work situation; thus it seems logical to expect that our tools and engines and work spaces should be designed with the operator in mind as well as the job and the machine itself. Ergonomics supplies information on the human requirements in relation to design and functioning of the machine.

Where Does Ergonomics Fit into the Home Management Picture?

A primary concern of home management is efficient use of family resources for the good of the family. The human being(s) who supply the skill and energy to accomplish the work of the home is a key family resource. We are concerned that this human resource be used efficiently in the home to perform the work easily and safely, quickly and well, according to the standards of the person in authority. Minimization of strain, fatigue, injury, and frustration is desirable because these factors not only affect personal comfort but also affect a worker's ability to function optimally. Two major concerns of ergonomics are promotion of efficiency and prevention of injury to workers.

Some Ergonomic Concepts Applicable in Home Management

Steidl and Bratton (1968) have pointed out that the equipment, storage and work surface requirements for a work place are determined primarily by the types of tasks to be performed there. But an important element to be taken into account is the worker--the person's size, shape, strength or infirmities, work habits, and other such factors. Measurements and recommendations for a specific work place could then be made in relation to the individual's needs. This would represent an ideal situation. It may not always be practical, however, to tailor a work area completely to one person's needs, particularly where an installation may be relatively permanent and the person more or less transient. An alternative would be to establish or make use of standard conditions and provide for simple modifications to accommodate individual workers.

Some consideration of the work place from the standpoint of work heights and areas, storage, and the center concepts are generally included at least briefly in introductory home management courses. Concepts can well be developed with students on the strength of organization to minimize time spent in search, to emphasize convenience and release of attention from the physical aspects of the work layout, and to minimize effort. The idea that a well-planned work area will save energy is not a relevant nor an accurate concept, however. Most of the work done in the home is classified, according to energy expenditure and heart rate studies in our laboratories, as moderate to light work. Moderate to light work does not require the expenditure of much energy. Further, students are raising the question of physical fitness and are expressing interest in emphasizing movements in performance of work to enhance fitness.

Recently we did some observations in homes of mothers of preschool children during performance of household work. We were amazed at the number of trips up and down stairs by the women, and at practically no tasks did a young mother have a chance to endure prolonged periods of work in static positions. Movements in performance of household work might very well be incorporated into a physical fitness routine.

In thinking about work in relation to energy expenditure, I was reminded of an exchange I overheard between Dr. Elaine Knowles Weaver and an equally well-known nutrition scientist in the early years of energy studies in home economics. Dr. Weaver was explaining a new research project in which she was involved and mentioned that one of the concerns was to conserve a homemaker's energy. The nutritionist's response was, "What on earth for?" She was engaged in research on one of the major nutrition problems in the United States--obesity.

Work surface heights are an important part of the work environment because so much of our work time is spent in performing tasks which require use of a surface. A rule of thumb for design of work heights is to bend the arms at the elbow and plan the height of the surface to come about three inches below this point (Steidl and Bratton, 1968, p. 273). At this level, the worker should be able to maintain good posture, to work in maximum comfort, and to work with easy movements. A variety of work heights for selected tasks performed on work surfaces can be provided inexpensively for experimentation and study in the classroom by use of blocks under the legs of tables. Students might try performing tasks such as rolling of dough (or a foam rubber or plastic pad), beating batter by hand, and use of a portable mixer at the different work heights in order to gain an appreciation of effect on leverage, freedom of motion, and comfort.

If only a fixed counter is available, improvisations might be possible with platforms to stand on or platforms placed on top of the fixed surface to raise the height to a desired level. There is also the possibility of using an adjustable ironing board for this.

Along with height of counter work space, there is need to consider depth, width, and areas of reach for work surfaces and storage space in relation to the worker's limitations. One of the new ideas on the market for storage is an installation of motorized shelving which, if it ever becomes popular-priced, could revolutionize some of our commonly listed rules for organization of storage space. With this motorized shelving, space from ceiling to floor can be utilized. The operator can bring any shelf to a convenient height

and pick off the item needed at an opening in the cabinet. The unit is operated by push-buttons. The unit would be especially helpful for a physically handicapped person--whether confined to a wheelchair or with other limitations regarding reaching, lifting, or bending.

I am touching only briefly on items relating to design of the work place to accommodate the worker. Since my particular interest is in household equipment, I want to give some attention to design of appliances as components of the work place. Recently I read that equipment (speaking in general terms, not just about household equipment) should be designed with the weakest operator in mind. The presence of small children in homes imposes some constraints on implementation of this guideline on household appliances.

Opportunities can be provided for students in home management and in household equipment classes to study appliances in relation to visibility of markings on the appliance and on controls, reach, ease of grasping controls and turning or pushing these, chances of error and consequences, and use of the body in operation of the appliances. In departments not having access to a household equipment laboratory, appliances in food laboratories or borrowed from an accommodating dealer may provide alternatives. A field trip to a store might offer an additional possibility for analysis of appliance design in relation to the user.

Safety of the worker and others in close proximity is a concern in ergonomics and is receiving increasing attention in homes in recent times. The National Bureau of Standards and kitchen range manufacturers, for example, have recently begun a comprehensive program that will result in recommended design changes for gas and electric ranges particularly from the standpoint of danger of accidental clothing fires. Among the changes being considered are control knobs that cannot be turned on accidentally, burner arrangements that do not necessitate reaching over one burner to use another, and elimination of the dangers of invisibly hot burners. A hazard that I had not previously considered in relation to door opening and body position in use of the oven was brought to my attention by a friend recently. She told me that she had "frizzled" her wig when she opened the door to her hot oven. Her solution was to buy a new wig made of less vulnerable material, but perhaps some attention should be given by manufacturers to design of the oven-opening arrangement on ranges.

Another aspect of ergonomics is concern for noise in the worker's environment and the effect of this sound on the worker's performance. Some of the equipment used in homes are admitted noise makers, particularly those in which rushing air or water is involved. Recent Federal legislation requires the labeling of noise emission levels on noisy household applicances. An independent five-member commission is to set and enforce product standards for all consumer products used in the home and the Environmental Protection Agency is to establish labeling requirements for the appliances.

These are just a few thoughts on ergonomics in relation to home management. At advanced levels, emphasis would, of course, be on research reported in the literature (and this is voluminous). In addition some attention would appropriately be directed toward research methodology.

Much information on physiological aspects of muscular work has come from research in physical education. Physical education, anatomy, physiology, psychology, and anthropology departments on college campuses should be sources of help in studies of ergonomics principles in home management if resources in home economics departments are limited.

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RELEVANT CONCEPTS OF HOME MANAGEMENT:
INNOVATIONS IN TEACHING

GOALS

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The concept of goals has proven to be most effective as the principal concept for teaching students about the managerial behavior of individuals and family units in a household setting. This concept focuses the attention of the student in such a way as to immediately create a sense of personal identification with and commitment to learning about the subject matter of home management.

What is of greater importance to us than our own goals and their achievement? Once these are firmly fixed in the student's mind, the other concepts essential to complete understanding of managerial behavior can be introduced. By demonstrating how these additional concepts relate to the achievement of his or her goals, the instructor automatically presents to the student a meaningful incentive for understanding and developing skill in applying the total package of concepts and principles that make up the subject matter area of home management.

This emphasis on goals is introduced to students within the context of studying an area of individual and family behavior I have identified as goal-oriented behavior--that is, it focuses on the instrumental or task performance behavior of the family social system (1).

Maslow underscored the significance of goal-oriented behavior in human life when he said,

> All human beings, not only eupsychian ones, prefer meaningful work to meaningless work. Of course this preference must be far stronger in eupsychians than in others.
>
> If work is meaningless, then life comes close to being meaningless. Perhaps here also is the place to point out that no matter how menial the chores--the dishwashing and the test-tube cleaning--all become meaningful or meaningless by virtue of their participation or lack of participation in a meaningful or important or loved goal (2).

The contemporary student, whether encountered at the college level, in the secondary school, or in a special interest adult education setting, is no longer satisfied to learn concepts and principles in any field just because the instructor tells him or her that these things must be learned. Students want their money's worth and they want to know if the material presented to them is "relevant" and, if so, to what? As specialists in home management and family economics, we are indeed fortunate that the relevancy of our subject matter is rarely questioned. But if such a question does arise, we are doubly fortunate in that its relevancy is easily demonstrated. As an aid to this end, it is sufficient reason to emphasize the concept of goals in presenting the subject matter of our field(s). However, a second incentive--and one that is perhaps more compelling to the intellect--is the opportunity an emphasis on goals provides for pulling together a conceptual framework and developing scientific explanation for a significant area of human behavior. Identification of behavior as goal-oriented permits us to tie together, logically and systematically, an explanation of an area of human behavior that has for too long been approached in a fragmented manner. It left home management specialists debating which of the "how to do it" concepts was of greater significance and caused us to lose sight of why any of these concepts has importance at all. (I classify as "how to do it" such concepts as decision-making, decision implementation, standard setting, planning, controlling, evaluating, work simplification . . . .)

As Maslow points out in his collection of thoughts on Eupsychian Management

> It seems very clear to me that in an enterprise, if everybody concerned is absolutely clear about the goals and directives and far purposes of the organization, practically all other questions then become simple technical questions of fitting means to the ends (3).

John Gardner supports the preeminence of goals in imparting significance to human behavior, but he is careful to point out the importance, as well as necessity, of means conjoined with goals:

> But goals are achieved by some means, and sooner or later even the most impulsive man of action will discover that some ways of achieving the goals are more effective than others. A concern for how to do it is the root impulse in all great craftsmanship, and accounts for all of the style in human performance. Without it we would never know the peaks of human achievement.
>
> Yet, ironically, this concern for "how to do it" is also one of the diseases of which societies die. Little by little, preoccupation with method, technique, and procedure gains a subtle dominance over the whole process of goal seeking. How it is done becomes more important than whether it is done. Means triumph over ends. Form triumphs over spirit. Method is enthroned. Men become prisoners of their procedures, and organizations that were designed to achieve some goal become obstacles in the path of that goal.
>
> A concern for "how to do it" is healthy and necessary. The fact that it often leads to an empty worship of method is just one of the dangers with which we have to live . . . (4).

In the theory of goal-oriented behavior, a goal is defined as a desired state-of-being (5). By itself a goal commands attention, but goals rarely, if ever, stand alone. Instead we have a nexus of goals vying for the attention of the social system and for resource commitment--some goals complementing others; some in conflict with others; some of great importance; others of relatively minor importance; some to be achieved today; others to be achieved at some future time (in some cases, the very far future)--but all influencing our behavior as individuals and as family group members. The term goal-complex was coined to convey the complicated and interrelated structure of the phenomenon with which we are dealing (6).

The goal-complex of an individual or of a family unit "provides overall direction for the behavior of the family social system" (7). As White points out in his book, Decision Theory,

> To set an objective allows some decidability. It allows certain alternative actions to be ruled out if they do not "do the job." There is no reason why one should not set objectives which are operational so that it can be determined, in principle at least, within a finite time span, whether it has been achieved, but it has to be realized that such objectives are constraints placed on system operation which effectively have lexicographic values (8).

System behavior becomes understandable and meaningful only when analyzed in terms of some objective it is intended to achieve--otherwise it appears irrational and disconnected. All functional behavior of a social system related to the performance of tasks is initiated by the goals that system has set for itself. Such behavior will be evaluated and adjusted by the system in relation to the goals it has created or accepted for itself.

To tie these points down a little better and relate them specifically to the family social system, the goal-complex of a family system at a given point in time is the overall state-of-being in which that family would like to be located at some future point in time.

The structure of the goal-complex is hierarchical and is in a constant state of flux. It has to be if it is to remain a viable framework directing the decisions and activities of the family system as that system encounters change. As time moves on, the goals chosen to be a part of a family's goal-complex shift position in terms of relative importance, new goals are introduced into the structure, and goals that had been included are dropped--either because they have been achieved or because circumstances have made their achievement no longer desirable. This state of constant change is an essential element in the life of man. Striving to achieve is the essence of happiness. Gardner says it most succinctly:

> The plain truth is that man is not capable of achieving the vegetative state implied in the current conception of happiness. Despite almost universal belief to the contrary, gratification, ease, comfort, diversion and a state of having achieved all one's goals do not constitute happiness for man.
>
> The truer version involves striving toward meaningful goals--goals that relate the individual to a larger context of purposes (9).

Some goals probably persist for the entire life span of the group. Survival, financial security, and education are possible examples of this kind of goal. Some are of relatively short duration, others have an existence so brief we barely recognize them as goals, and some have a high frequency of recurrence. For example, the preparation and presentation of this paper was a part of my goal-complex for about seven months. In a few minutes, it will cease to exist. In contrast, lunch I consumed before this meeting was a goal for about 30 minutes. A similar goal will recur every day of my life and, under ordinary circumstances, will not be very urgent and will cease to exist in a very short time. Such a goal has occurred so frequently in the past that I habitually act to achieve it without much, if any, thought. If something should intervene to prevent its achievement in the usual manner, it would become increasingly urgent and, in fact, would eventually assume an importance of such magnitude as to outweigh other goals that now seem to be of much greater significance in my goal-complex.

The goals that make up a family's goal-complex are not identical in all family units. Variation in goals is perhaps most noticeable on a cross-cultural or cross-societal basis, but exists also within a given culture or society. In fact,

> A free society will not specify too closely the kinds of meaning different individuals will find or the things about which they should generate conviction. People differ in their goals and convictions and in the whole style of their commitment. We must ask that their goals fall within the moral framework to which we all pay allegiance, but we cannot prescribe the things that will unlock their deepest motivations (10).

Within the family unit, goals are arrived at through the social decision-making process. A family's goal-complex consists of those goals of individual family members that require input from one or more other members of the family for achievement, goals that are derived from the existence of the family group and that are held by every family member, and goals that are held by the members of a particular family group. These goals are arrived at through unopposed individual preferences, mediation and integration of conflicting individual preferences, and shared individual goals for the family system. The achievement of the family's goal-complex is dependent on the shared commitment and effort of all family members. Cartwright and Zander have noted that the effectiveness of a group seems to be determined by six factors that are closely related to the goal-complex of the group:

1. the extent to which a clear goal is present
2. the degree to which the group goal mobilizes energies of group members behind group activities
3. the degree to which there is conflict among members concerning which one of several possible goals should control the activities of the group

4. the degree to which there is conflict among members concerning means that the group should employ in reaching its goals
5. the degree to which the activities of different members are coordinated in a manner required by the group's task
6. the availability to the group of needed resources . . . (11)

The importance of goals in managerial behavior is brought in focus most forcefully when the teaching situation involves people in a state of transition from one life style to another, that is, people at the "teachable moment." I'd like to share two such teaching experiences with you. The core course for home economics majors at our institution is called family economics and home management. Students must be second semester juniors or seniors to take this course. Seniors in the spring semester always react more positively to the "theory" portion of the course; married students or those soon planning marriage always react more positively. Their goals in both cases have been set and relatively unchanged for several years. Suddenly they find themselves on the threshold of a major change in their life--a change requiring a major psychological effort to reorient by establishing new goals, new plans for attaining these goals, new patterns of behavior, new sources, amounts, and kinds of resources, and so on. They are stunned by all that faces them and stymied about how to go about it. On top of everything else, they've undergone change in their value systems. By introducing these students to the processes of goal-setting and goal effectuation, what seemed to them an unmanageable, unknown future quickly assumes the proportions of an exciting opportunity to create a new life style.

The second example I want to mention is the situation of divorce--a situation faced by women in one out of four marriages in the U.S. today. Two years ago, I helped develop and teach a Seminar for Divorced Women through our Center for Continuing Education for Women. As this group of women discussed the problems they faced and their reactions to those problems, I made a statement that the whole situation could be summed up in a simple sentence--they had lost their goals. They were in a situation of anomie. Their point of reference for making choices, for planning, for organizing their activities, for justifying their actions--that is, everything, or almost everything, that had made life meaningful--was suddenly gone. In fact, everything from which they obtained a sense of identity had disappeared. Until a new set of goals had been established, they would continue to feel lost and out of control. The first step in the rehabilitation process was to force themselves to sit down and set some new goals. Then, with a new goal-complex as their reference point, they could begin building a new life for themselves. Needless to say, it worked! It had to work. Human beings require purposeful activities--whether they are involved in decision-making, planning, organizing, actuating, or whatever.

In a recent article published in the Family Coordinator, Kaprowski suggested that focusing on goals would be one change in family behavior that would facilitate the adaptation of the family to the technostructure, thereby strengthening the role of the family in our society.

> Try Family by Objectives. Together decide what the major objectives of the family should be, and how these should tie in to the specific objectives of each family member. Periodically review progress toward these objectives.
>
> Set up specific developmental goals for the family, and determine the necessary strategies to reach those goals. Among these goals might be becoming aware of options in life, and learning how to learn, how to make choices, how to interact efficiently with other people, how to appreciate beauty and feeling as well as logic and reason, and how to validate knowledge (12).

I would like to give you two examples of how I go about introducing the concept of goals to students and impressing them with the basic requirement of achieving group goals. The first step is to acquaint them with the concept of goals by lecture method and through assigned readings in one or more textbook and/or journal article presentations. The students are then asked to read a lay audience publication that focuses on recognizing

and setting goals. Gift from the Sea by Anne Morrow Lindbergh or Johnathan Livingston Seagull by Robert Bach are two possibilities. I find Gift from the Sea very effective for female students. These readings take the concept from the realm of an intellectual exercise in discussion of an abstract idea to meaningful application in human behavior. This, however, is just preliminary preparation for an assignment of personal experience in analyzing and developing an awareness of their own goals, the values that they are trying to actualize through these goals, and the resources they have available or potentially available to contribute to goal achievement. As students work through this assignment, they quite naturally involve themselves in decision-making, organization, evaluation, standard setting, and so forth. What originally seemed to them an irrelevant word in one more dry textbook discussion has assumed personal connotations, and the instructor has created an atmosphere favorable to the introduction of the whole area of home management subject matter.

To demonstrate the importance of individual commitment to group goals, I use a role-playing situation involving three students. One student is blindfolded and given a pitcher of water about three-fourths full. This student stands in front of a table on which an empty water glass is sitting. The group is assigned the "goal" of filling the water glass. One student is asked to pretend that she is in total agreement with the goal and to cooperate in its achievement. A second student is asked to disagree with the goal and refuse to cooperate, even to the point of actively trying to prevent the achievement of the goal. Needless to say, the only action permitted by these two students is of a verbal nature. It is a simple demonstration, but effectively gets across the point that goal-oriented behavior in a family system requires the cooperative efforts of each family member; and that managers cannot ignore the impact of the interpersonal area of behavior on the successful accomplishment of the family's goal-complex.

I have just come across a paperback entitled Goal Analysis by Robert F. Mager. His method for helping individuals transform their goals from abstractions to the concrete includes five steps:

1. Write down the goal.
2. Jot down, in words and phrases, the performances that, if achieved, would cause you to agree the goal is achieved.
3. Sort out the jottings. Delete duplications and unwanted items. Repeat Steps One and Two for any remaining abstractions (fuzzies) considered important.
4. Write a complete statement for each performance, describing the nature, quality, or amount you will consider acceptable.
5. Test the statements with the question, "If someone achieved or demonstrated each of these performances, would I be willing to say he has achieved the goal?" When you can answer yes, the analysis is finished (13).

This procedure is recommended for persons managing or supervising other persons in obtaining group goals. Although I have not yet used his procedure in the classroom, I am intrigued by it and intend to try it during the coming fall semester. Such a method may prove useful in helping students (and others) describe their goals in more realistic, tangible terms; terms that will provide really useful guidance for goal effectuation activities.

Again, as human beings we must have a purpose for our activities, or we become debilitated and eventually wither away. Man cannot function without goals; action loses its meaning without goals; in the vernacular of the day, "goals are where it's at." I cannot urge you strongly enough to place this concept where it belongs--as the central concept of home management theory and teaching.

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STANDARDS IN A MANAGERIAL CONTEXT

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First of all, here are some definitions of standards so you know my point of reference; then a few comments about standards themselves; and, finally, some suggestions of how to help students set standards for managerial experiences.

Definitions

From Webster's Third New International Dictionary:

> Standard . . . in general can designate . . . any measure by which one judges a thing as authentic, good or adequate.

From American Heritage Dictionary of the English Language:

> An acknowledged measure of comparison for quantitative or qualitative value; criterion; norm . . . a degree or level of requirement, excellence or attainment.

My own definition for students of Home Management is: a standard is a criterion supporting evaluation to determine degree of goal attainment. It is usually a qualitative measure stated in terms of satisfactory or unsatisfactory, or success or failure, but it also can be stated quantitatively, such as the number of minutes it takes to do a household task. In a sense it is a specification for a goal.

Types of Standards

There are two general types of standards: first, scientific standards, or those based on specific quantities; and, second, social standards, or those based on what is acceptable to the persons involved. I will talk about the second type--social standards--because these standards are involved to a greater extent in the management process than the scientific ones are. The reason for this is that whereas social standards are flexible, once scientific standards have been established striving to reach them becomes more important than concern for the degree of attainment to which the individual aspires. Furthermore, social standards are self-imposed and, to an extent, self-established and self-induced.

The scientific standards are important. They come to us only after much painstaking work by researchers. Such ones as the nutritional standards for maintaining health, the standards for storage, and the standards for space requirements for various household activities serve as cornerstones for adequate levels of living.

Self-imposed standards (social standards) are similar to what the field of sociology calls social norms. According to Johnson, "A norm is an abstract pattern held in the mind, that sets certain limits for behavior."

Johnson continues: "A complete description of a social norm would state (1) who is expected (2) by whom (3) to do what, or refrain from doing what (4) in what circumstances. In addition, it would specify (5) what penalties would be forthcoming if the norm is violated, or what rewards if it is conformed to, (6) what circumstances surrounding a violation will be regarded as extenuating, and (7) who will administer the penalties or give the rewards."

Characteristics of Standards

First, self-imposed standards are extremely concrete. By this I mean that they do not stand by themselves, but need to be tied to something else. They are descriptors of an action, an event, a product, or a personal interaction. Consider them as specifications for something. It is difficult to think of standards abstractly but when one thinks of a household task, a work center, a guest's behavior at a party or the manner in which resources are used, for instance, then standards emerge.

Second, standards can be observed. One doesn't need to be told what the standard is but as one is in a situation, the standard can be observed. These impressions we get are mentally digested and result in judgments of what is acceptable to those responsible for the action. The fact that standards are interpreted by observation makes many dread standards, dread to have situations occur that possibly might not measure up to the impression they wish to give.

Third, most standards have an acceptable range rather than an acceptable point. This range lies within the extremes of over-or-under-doing a particular action and is in the middle (grey) area. Maloch and Deacon have named this range as "range of acceptable quality and quantity" while Mager called it "zone of success or reason." Personally I like to call it the "zone of tolerance."

This acceptable range varies with the status accorded the role of the individual as well as the circumstances under which the action occurs. Compare for example what we consider acceptable living conditions when camping (the abnormal) to the situation in our home the rest of the year (the normal). Things that would not be tolerated at home get the nod of approval while "roughing it." Frequently, abnormal conditions are considered to be temporary.

Most individuals have a professional or public role as well as a private role. As teachers, our professional role demands that we practice management of our resources, that we are able to actualize many of the concepts we teach our students. As private individuals we can leave our professional competencies, if we choose, at the door step of our home and just be a family member, making mistakes like the rest of them.

The fourth characteristic refers to the values standards represent. One list of values stated as representative of the field of home management was given by William McKee at the 1955 Home Management Conference on Values and Decision-Making. His list, based on the Robin J. Williams Jr. classification of American Value Orientations, was: achievement and success, efficiency and practicality, activity and work, individual personality, material comfort, progress, and science and secular rationality.

Taken by themselves, standards seem to me to represent the value of "External Conformity" and "Individual Personality." However, when standards are considered in relation to goal attainment, they tend to spell out the value the goal represents.

Concepts of Standards

Textbooks, articles and research bulletins have been the source for these concepts of standards used in teaching home management.

Kyrk, in The Family in the American Economy, states: "It seems clear that our standards are in large part at least social products; they are part of the current mores . . . . The individual regards them as in part imposed from without and in a sense compelling him to live in a particular way . . . . penalties for failure to adopt the accepted mode of living in his group (is to) lose status and come into disrepute, (to be) regarded as 'queer'."

Gross and Crandall, Management for Modern Families, 2nd edition, gives the following criteria for evaluating the standards:

1. cost in resources
2. origin or purpose of the standard
3. effect of a standard on other people's actions
4. conformity to neighborhood practices
5. relation to a fundamental value

In addition to this, these authors point out since standards relate to a single situation or activity, they are much more specific than goals or values.

Nickell and Dorsey, Management in Family Living, 4th edition, state: "We set a standard for each kind of activity determined, intrinsically, by what we think will provide maximum satisfaction for it, and extrinsically, by what we believe will make the maximum contribution to the realization of our life plans" (p. 45).

Standards may be classified . . . (1) as to content; (2) as to fixedness or flexibility, and (3) as to quality.

Maloch and Deacon, in a report of their research on Components of Home Management, mention standards too, as composed of the following dimensions:

1. Clarity or specificity
2. Flexibility or the range of acceptable quantity and quality as contrasted with inflexible--no range; either this or nothing.
3. Reality - accomplishment met expectations with respect to quantity, quality and cost.
4. Complexity which involves the interrelationship of persons and standards.
5. Situationality which involves adopting the standard to the existing conditions.

Application to Teaching

Establishing standards for managerial situations is where the "How-To" aspect of my remarks starts. The emphasis is placed on the content of the standard.

Evaluation in management should be supported by standards. The more specific the statement of the standard, the more helpful will be the evaluation.

Mager, in his recently published book, Goal Analysis, gives suggestions on measuring goal attainment. Many of these ideas can be applied to establishing content of standards for managerial situations. The basic recommendation is to write down the performances that would lead to agreement that the goal under question had been achieved. Furthermore, these statements need to be polished until they describe the nature, quality and, or amount considered as an acceptable indication of goal attainment.

One of Mager's catchy ideas was a description of "Fuzzies" as "something that doesn't tell you how to know one when you see one. It points in the direction of the desired outcomes, but it doesn't describe them very well." Many of our standards as we use the term today could appropriately be called "Fuzzies."

In preparation for this presentation, I used Mager's ideas to develop examples of measurable standards referring to my article on self-imposed housekeeping standards, published in 1968, as a source for content of standards. The base of a standard for any individual household task was called "division" and six of these were identified. As I wrote down the standards, I added one additional division, so now the seven divisions for which I've written examples of content of standards are: efficiency, energy, necessity, organization, performance, product, and safety.

These examples have been placed on slides. Each division has been related to a goal in order to be able to portray precise standards. These examples are not exhaustive, but merely serve as stimuli of how to state standards that relate to goal attainment. In other words, different goals would imply different content for standards.

Division I: Standard = Efficiency (refers to ease or speed of work)

Illustrated for a Goal of:
Replace old wax on kitchen floor.

Indications Standard is being met:

A. Work methods

Cleans floor in 3 foot square segments to keep floor as dry as possible while removing old wax.

B. Equipment and supplies

Uses long handled mop with self-wringing device.

C. Storage of equipment and supplies

Wet tools allowed to air-dry before returned to proper storage location.

D. Condition of surface of floor after completion of task

Even color and shine on entire floor means edge of floor is same color and shine as center.

E. Time task takes

Completes task within 10 minutes of time task usually takes. (Task usually takes 20 minutes)

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Division II: Standard = Energy (refers to body movements)

Illustrated for a Goal of:
Have a clean house

Indication standard is being met:

A. Evaluates condition of room before starting the task to decide how extensive cleaning should be.

B. Reduces motions.

Dovetails trips by removing clutter from room as one part of trip to get supplies and equipment.

C. Uses principles of body mechanics when moving or lifting furniture.

Division III: Standard = Necessity (refers to frequency with which a task is done and by regularity of demand for that particular task)

Illustrated for a Goal of:
Family has clean clothes to wear every day

Indication standard is being met:

A. Checks on supply of clean garments for each family member.

B. Washes when supply of clean garments indicates 1-2 sets are still available.

Division IV: Standard = Organization (refers to work strategies)

Illustrated for a Goal of:
Shares housecleaning with family members

Indication standard is being met:

A. More than one family member does housecleaning

B. Sees evidence of use of the following work strategies:

Planning

Standing plans known by family members. Written plans posted where all family members can see them.

Sequencing

Tasks are scheduled at times when worker is available.

Flexibility

Family members rotate cleaning tasks in order to develop additional cleaning skills.

Delays need for cleaning

Each family member stores personal belongings to reduce general level of clutter in house.

Parallel work

Family members work together on same task when nature of task, supplies, and equipment allow for this.

Delegation

Some tasks are the same responsibility of one or another family member.

Division V: Standard = Performance (refers to attributes manifested while doing a task)

Illustrated for a Goal of:
Completes weekly grocery shopping

Indication standard is being met:

A. Has a written list of items to be purchased.

B. Makes appropriate substitutions when items are too costly.

Substitutes are available that are "in-store" loss leaders.

Items are missing.

C. Total dollar outlay is equal to or less than allotted amount for weekly purchases.

Knows prices in general so recognizes "bargains" from regularly priced items.

D. Selects store to shop at according to:

General quality of food - indicated by care taken of fresh and frozen foods to keep them in top condition; canned food is not dented; packaged food still sealed, not split or broken.

Division VI: Standard = Product (refers to the end result)

Illustrated for a Goal of:
To have a managerial experience

Indication that standard is being met:

A. Plans are made by several members or all members of the group.

B. Goals are written.

One or two divisions of standards are written to describe acceptable goal attainment.

C. Written plans include:

1. A variety of resources.

2. Enough detail so that those using plan know when each part is to be done, what is to be done and who will do it.

D. Uses plan to reach goal.

Plan, as followed, brings about achievement of goal. Adjustments are made when plan is not practicable.

E. Uses acceptable work methods to reach goal, which are:

creative
safe
sanitary

F. Evaluates experience in terms of goal accomplishments in terms of standards.

C. Recognizes a minimum of one of each of the following types of decisions occurred:

social decisions
economic decisions
technical decisions

Division VII: Standard = Safety (refers to prevention of injury to family members)

Illustrated for a Goal of:
Have a safe home

Indication standard is being met:

A. Tools and equipment safe practices

Checks to see the controls on ranges and other appliances are turned off after using them.

B. Safe methods of work

Keeps hands protected when using strong chemicals.

C. Storage for safety

Stores chemicals in different location from food.

D. Precautions:

Has emergency telephone numbers posted near telephone for fire, ambulance, police, doctor, poison center. Knows how to use fire extinguisher.

These examples emphasize content of a standard, woven into the descriptive conditions that indicate goal achievement. From this exercise of developing visual standards, one learns that precision for content of standards requires thought to move beyond vaguely stated ones. Also, that when precision is desired for stating standards--so "you would know one if you saw one"--the content of the standard must be tied to a goal. Precision, in an abstract sense, was beyond my mental ability.

Further, that to involve all seven divisions of content of standards for one particular goal is possible, but the Law of Diminishing Returns gradually sets in. Therefore, first decide upon the more important aspects of a goal and then develop standards for those, letting the other aspects be "givens."

Conclusions

In conclusion, self-imposed (social) standards in the managerial context are closely connected with the ability to determine goal achievement. While it is true that standards can be observed, there is also a great deal that can be done to help people learn to set attainable standards. Thus, when teaching home management theory acquaint students with ideas of content of standards as well as ways to develop precise standards so they will "know one when they see one."

If we move from the abstract to the concrete by emphasizing content of standards, we should be able to help students recognize the mixture of individuality and conformity standards represent, ways of setting attainable standards, and the need for setting standards in harmony with the situation and the individual's role within it.

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ORGANIZING: AN ACTION-ORIENTED CONCEPT

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Organization has been recognized as a concept basic to home management but their relationship has lacked clarification since both home management and organization have been variously defined. Organization as a concept has received limited attention by researchers in the field; it appears to be considered a part of management by some authors and synonymous with management by others.

In part the confusion surrounding organization in home management stems from the use of both the noun and verb forms to describe process and activity rather than distinguish between "organization" as a structure and "organizing" as an activity. In home management, organization has been defined as "the arranging of strategies and resources into patterns appropriate to the value system of the family" (4). In everyday usage the word organization may refer to groups such as an association, business, or society. Home management, like other areas of home economics, is considered an applied field, and some concepts and terminology come from other disciplines. Sociology views the family as an association and is concerned with "internal processes where family members are seen as constituting an interacting group" (3:23). Family organization is also used to refer to classifications such as the nuclear and extended family. Business concepts related to organization are most often concerned with line-staff chain of command. Little consistency has been used in applying the term to home management.

The pyramid hierarchy of authority used by business has limited application in most homes. In business, plans are made by one person, carried out by others and involve supervision. Studies of assistance given to homemakers with their work in the home by Nichols and other researchers (6,8,10), indicate the major burden of the work is placed upon the homemaker.

In the home the manager may or may not be involved with others and is most likely to carry out all or most of the activities as well.

It has been suggested that even in the home there is an organizational structure and that management, although not authoritarian, results in an organizational structure within which people function. In business when the same product is produced or the same service is performed the processes are generally repetitious and the organizational structure is the framework within which they manage to attain the goals of business (2). Organizing in the home is seen to perform similarly only when routine or standing plans are relied upon. The variation in the day-to-day living patterns, rapid changes in society, and immense individual and family differences seem to make the structural approach to organization too narrow in scope. Management in the home can better be envisioned as receiving structure from the values and their representative goals, thus giving management direction and form. The French Lick definition of organization suggested action "appropriate to the value system of the family" (4).

In a recent presentation Dr. Rose E. Steidl (11) raised the question of what the relationship is between organization and planning. She suggested that in the article "Family Management" (9) the five authors (Nichols, Mumaw, Paynter, Plonk, and Price) viewed planning as subsumed under organization. Others, she says, ". . . would question whether they are the same or different. I think that organization is the more encompassing of the two . . . and in fact depends on plans" (11:95). The approach I am talking about today is that organizing is a part of planning and all of controlling.

With the perspective of organization as a concept basic to home management, but not synonymous with management, and one with an action rather than a structural orientation I present the following definition:

> Organizing - actions involved in creating and maintaining orderly activities in accomplishing household tasks and including the components of sequencing, checking, facilitating, and adjusting (1:19).

In light of the need for clarification and unification of terminology in the field, the definitions of the components of organizing are those used in the Maloch-Deacon framework (5:34). To clarify this definition of organizing and its component parts I will use the Maloch-Deacon framework.

Definitions

Home Management--planning and controlling the use of resources of a household with respect to demands.

Organizing--the arranging of the elements of sequencing in planning; and checking, facilitating, and adjusting in controlling into a coordinated procedure toward the accomplishment of goals.

Sequencing--ordering of parts or among tasks.

Controlling--regulation of planned behavior.

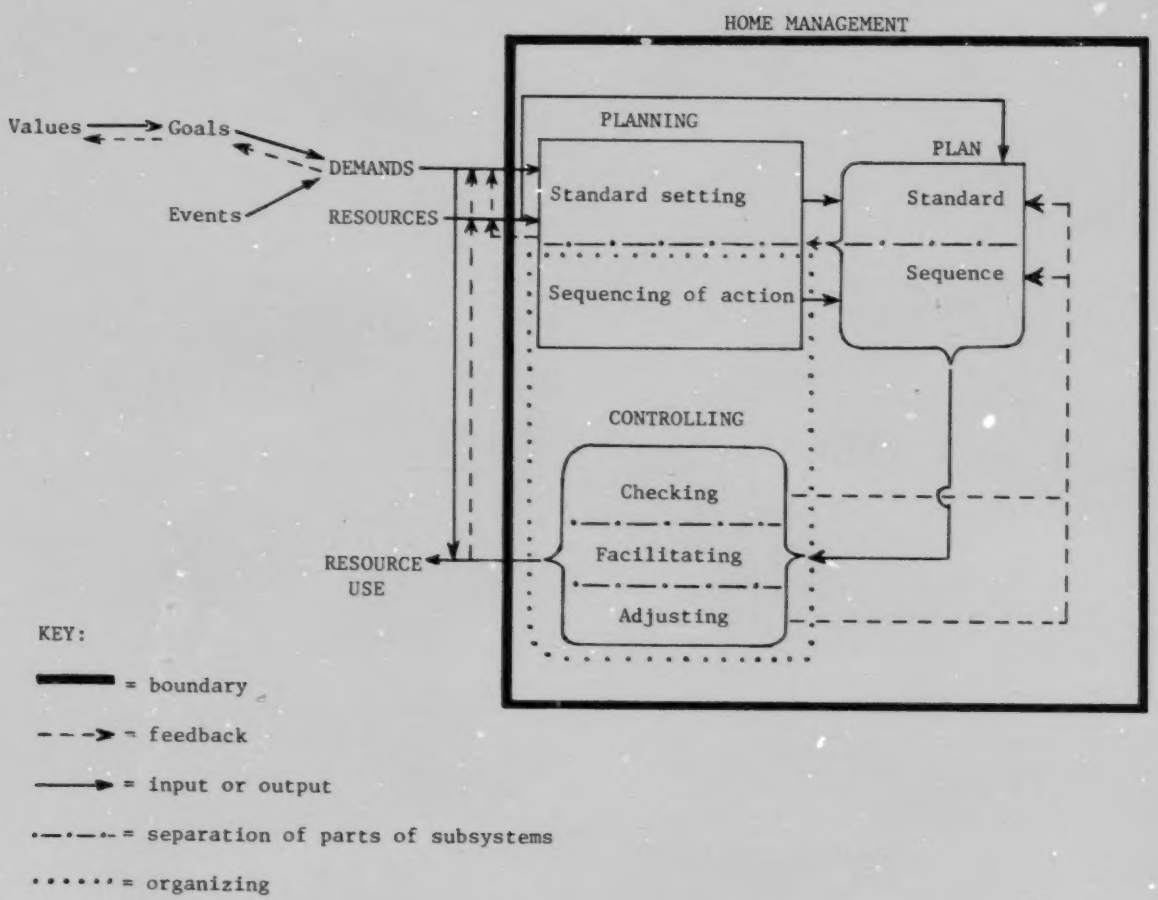
Regulating--checking, facilitating, and adjusting.

Checking--examination of actions in relation to a plan.

Facilitating--assistance to progress or flow of actions.

Adjusting--change in planned sequence or standard.

Diagram 1. Maloch-Deacon Framework



Organizing is considered part--but not all--of planning. Organizing occurs after certain factors have been considered and decisions made. Planning includes the relating of facts and assumptions about resources and situations to the desired goal in order to propose a course of action for the attainment of the goal. This means specifying what is to be done, what resources to use, and setting standards of quality and quantity. Organizing then occurs as a means of combining resources and activities into a coordinated pattern or plan. This aspect of organizing relates to sequencing and includes both people and things. Routine or standing plans are sequences of action established by prior experience and applicable to recurring circumstances. The Maloch-Deacon system allows for the utilization of "repeat use" or standing plans within the management framework. Decisions on whether to plan a sequence of action for the current situation or to refer to an established plan or routine would be an organizing decision related to sequence.

In addition to being part of planning, organizing is viewed as including the elements of controlling. Controlling the plan in action is part of organizing. Controlling as seen in the framework consists of carrying out the plan and includes facilitating action, checking the results with expectations, and making adjustments as needed. The control aspect of organizing is coordinating in nature, that is, the interrelating and fitting together of plans and actions.

Organizing is involved in the formulating of plans in sequencing, and in executing plans in checking, facilitating, and adjusting of action. If organizing were not involved in the development of the plan in planning it would not differ from controlling. However, organizing conceived as basically coordinating and action oriented is a part of planning as well as controlling. With this perspective organizing is differentiated from management but is a part of management.

While this definition and approach to organization may be somewhat innovative, I have been less than innovative in application. This approach has been used mainly with advanced courses of both the theory and residence or practicum types. The concept of organizing has been presented as a part of theory. It has also been used as a tool for classifying homemakers' actions in the analysis of their day-to-day activities in several types of situations:

a) homemaker visits to the classroom and discussion of their management.
b) student interviews with homemakers in their homes.
c) case studies developed from research information on how homemakers go about daily activities.
d) simulation or role playing situations in the home management residence with analysis by participating students and by non-participant observers.
e) student records of their own activities.

Along with this approach to organizing, I have used Nichols' (8:3-4) three levels of organization adapted, as suggested by Mumaw (7:18) to two levels:

. Level I would include one person and his own efforts to organize in relation to tasks he performs . . . .

. Level II would include one or more persons organizing group efforts for the tasks which group members perform (7:18).

The Nichols levels of organization were suggested by Maloch and Deacon (5:33) as useful in classifying sequence complexity.

More recently this concept of organizing has been used in an attempt to classify day-to-day decisions as to "goal decisions" relating to planning of standard and "organizing decisions" relating to sequence, checking, facilitating, and adjusting.

To date I am not satisfied with my use of the concept of organizing in teaching and hope to find more support for the strengthening of this approach to organizing beyond that of the research of my dissertation. I do not think that this approach is incompatible with ideas of some others in the field. The issue still remains one of consistency and the acceptance of terminology for the field of home management which will help to strengthen both teaching and research and their application in the classroom and the homes of families.

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FRENCH LICK--TWELVE YEARS LATER

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In preparing for this assignment I reread, and thereby, relived meetings of the Home Management Concepts Committee and the post-French Lick Steering Committee. I also reviewed progress reports of various concept groups, particularly reports of workshops sponsored by the U.S. Office of Education. It was a nostalgic experience and I was tempted to share with you my feelings of excitement, accomplishment, amusement, frustration, and despair which occurred while the organized committee work was in progress. I resisted the temptation, however, and have put together, instead, a more or less objective review of developments in the last twelve years. I aimed for a sort of warm objectivity because I want you to remember that living, breathing people tugged and hauled mightily with all of these ideas. Whatever biases, or misinterpretations are in the report, however, are solely my own responsibility.

Purpose

The purpose of this paper is to examine the question, "After 12 years how are we doing with the concept approach in home management?" More specifically, our task is to review the cognitive component of home management knowledge, to note changes which may have taken place in the past 12 years, and, if possible, to observe something about the interrelationships of home management concepts with other subject areas.

The Review Procedure

The question of how to attack the problem was puzzling. Obviously, I would like to be reporting the results of a nation-wide survey concerned with the effects of the concept movement. In the absence of such data I had to rely on materials readily available to me; moreover, I had to adjust my perusal of these materials to the time available. I wish I might have read theses and research extensively and thoroughly enough to classify them according to managerial concepts in somewhat the same manner that Hill and Hanson (1) reviewed research in Family Relations in the late 50's. Their project, you remember, required several years to complete. I did not have that kind of time.

Questions for Review

To give myself some direction, I drew up three very broad questions which may help to guide thinking about concept-related activities in home management. Following that I attempted to gather some information concerning each, keeping in mind the above mentioned limitations. Here are the questions.

1. What were some of the management concepts discussed by the Concepts Committee or highlighted in conferences from 1961 to 1973? This question is intended to give a bit of an historical flavor to our thinking and to remind us of the concepts which were being communicated by home management professionals during that period.

2. How extensive was the home management concepts movement? From the answer to this question I hoped to obtain a gross estimate of the size and scope of the development of cognitive knowledge in home management.

3. Have home management concepts (or has home management as a field) been recognized as being interrelated with other substantive areas? Have they contributed to a holistic view of a knowledge domain of which home management might be considered a part? What functions do management concepts perform in relation to other areas? An integrative function? Other functions?

Sources of Information

The major sources of information which I used were the following: 1) unpublished working papers of the French Lick Home Management Concepts Committee and of the U.S. Department of Education Workshop on Family Economics and Management, 1962; 2) the Report of the French Lick Seminar; 3) the Report of the U.S. Office of Education's six workshops, Concepts and Generalizations: Their Place in High School Curriculum Development, published by AHEA in 1967; 4) FE-HM Section Conferences reports 1962, 1964, 1967, and 1969; 5) script for a report, "The Concept Approach at Midstream," given at the annual meeting of AHEA, 1963; 6) abstracts of theses and research in A) Journal of Family Economics and Home Management, Volumes 1 through 5 and B) The FE-HM abstracts in Home Economics Research Abstracts, 1966 through 1971; 7) Journal of Home Economics, 1961-1973; 8) Home Economics Research Journal, Volume 1, Numbers 1, 2, and 3; 9) Journal of Marriage and the Family, 1966-1973; 10) Family Coordinator.

Background of the Concept Approach

At this point it may be useful to review the meaning and projected function of what has come to be called "the concept approach." For home economists in higher education this approach had its formal beginning at French Lick, Indiana in July, 1961. It paralleled a conference sponsored by the U.S. Office of Education earlier in 1961 which focused primarily on curriculum development for secondary level home economics programs. Both groups recognized a need for sequential development of courses and curricula. It was decided that the first step would be to define the cognitive content of home economics through identification of key concepts and principles significant within each of the subject matter segments of the field.

Speaking to the sixty-some home economists at the French Lick conferences, Dressel (2) defined concepts as "including the cognitive aspect of the curriculum as it is embraced in significant ideas inclusive of definitions, generalizations, principles, and unifying words or phrases." The goal of each subject matter group was to develop a list of key concepts which might be used continuously or recurringly at even higher levels of sophistication.

Several benefits deriving from concept identification were forseen for subject matter groups. First, it was hoped that the concepts might reveal relationships with root disciplines. Second, an organization and synthesis of knowledge of the field would result which would be helpful to students, to professionals in developing curricula and to

researchers in identifying significant areas for study; further, organization of knowledge would aid in obtaining a holistic view of the field.

When key concepts from the various segments of home economics were available, it was anticipated that concepts common to several of the areas would be identified. These, it was anticipated, would represent the unifying concepts for home economics as a whole.

As one of the 11 subject matter groups at French Lick, the home management committee set to work to identify key concepts in the field. At the end of the week the committee felt its major accomplishment had been in communication and some degree of understanding of the concept approach. When the subject matter groups were urged by the steering committee to continue work, the home management committee determined to hold additional meetings. There followed several years of work--approximately eight or nine in all, with special face-to-face meetings each of the two years following the French Lick conference.

Discussions of Questions

Let us now turn our attention to the questions set forth earlier.

Question 1. What Management Concepts Were Being Highlighted from 1961 to 1973?

In Figure 1, I have listed major and secondary concepts emphasized by the Concepts Committee, in FE-HM conferences and section meetings from 1961 to 1973. Notice the major concepts upon which some degree of agreement was reached and also the concepts, which were not discussed so extensively but which kept recurring in the discussions.

In 1961 the only major concept upon which the committee agreed was that management dealt with resources. In addition to a wide range of concepts which were only suggested, one question seemed worthy of further consideration: "Is the integrative function of management its uniqueness?"

At the second meeting the following year the concepts of decision-making and organization were discussed at length. Certain concepts were hypothesized as being unifying or pervasive: values, goals, standards, and communication. The concepts of process, resources, and integration were seen as needing further study. The concept or function of integration was raised again and seems to be one that continues to puzzle many.

In 1963, in spite of the fact that very few concepts had been accepted as key concepts, the Home Management and Family Economics Committees met at Columbus, Ohio, planning to meet jointly part of the time and separately when that seemed desirable. The committee approached this meeting with a great deal of hesitancy, not knowing whether enough progress had been made separately to have an effective discussion with another group. The two groups identified three common concept areas but recognized that these were viewed differently by each group. The common concepts were: 1) the influence of the social and economic environment; 2) the action or processes of decision-or choice-making; and 3) the influence of values, standards, and goals. The two committees felt that considerable progress had been made, and the Home Management Committee decided to arrange a meeting with the Family Relations Committee. Unfortunately, this meeting was never held. One other point is worth mentioning. The Home Management Committee agreed that the family or household represented the managerial unit of study rather than the homemaker alone.

The 1964 conference on process of management appears to have been a direct outcome of the 1962 and 1963 discussions. Also note that the idea of a framework was introduced into the conference title.

In 1969 the notion of different conceptual approaches (structures, models) was a basic theme in the organization of the topics. The fact that Family was the central focus reflected some of the thinking of the 1963 conference and the unfulfilled desire of the Management Committee to meet with the Family Relations Committee.

Here we are in 1973 wondering if we can say that progress has been made in climbing the conceptual ladder.

Figure 1

Management Concepts Emphasized, 1961-1973
(Concepts Comm., FEHM Conferences, Section Mtgs.)

Year, Location	Concepts Comm.		Conferences, Mtgs.
Committee Members	Major	Secondary	
French Lick, Ind.: July 1961		Evaluation, Process Organization, Values Efficiency, Decision-Making, Planning, Goals	
(Comm: I. Ayres, Del.; H. Bell, Pa.; M. Bishop, Tn.; L. Gentry, Colo.; E. Goble, Ind.; M. Knoll, N.Y.)	RESOURCES	Question: Is the integrative function of management its uniqueness?	
East Lansing, Mich. Mar/Apr 1962	DECISION-MAKING	Unifying Concepts -values, goals standards -communication	
(Comm: Those above and B. Paolucci, Mich.; M. Pattison, Wash. D.C.)	ORGANIZATION	Concepts requiring further study -Process, Role of people in process -Resources -Integration	
Lafayette, Ind. July 1962			Teaching Management -Progress report of Concepts Comm.
	Concepts Common to FE & HM	Concepts Rel. to Home Management	
Columbus, Ohio Nov. 1963 Joint Meeting of H. Mgt. & F.Ec. Concepts Committees	-Social and Economic Environment	Family/household represents managerial unit	
	-Decision or Choice-Making -Values, Goals, and Standards	More exploration of process, decision-making values	
East Lansing, Mich. June 1964			Conceptual Frameworks: Process of Management
San Francisco, Ca. June 1966			FEHM Section Meeting -Report of 1963 Joint FE & HM Comm. Mtgs.
Baton Rouge, La. June 1967			Issues in Family Economics -Final F. Econ Concepts - Report in Appendix of Proceedings
University Park, Pa. June/July 1969			Family: Focus on Mgt. Conceptual Approaches

Question 2. How Extensive Was the Home Management Concepts Movement?

To answer this question I considered evidence both from research and teaching. For information on research I reviewed abstracts of theses and research in FE-HM from 1962 through 1971. At best, Figure 2 is only a rough classification. Probably you would not classify these exactly as I did and I might not completely agree with myself the second time around. Nevertheless, the table provides a gross picture suitable for the present purpose. Most of the classifications used were instituted with Volume 2 of the abstracts, published in 1963. Of the abstracts included in Volume 1, I was able to classify eight studies into one of four classifications, with the resource category having the largest number.

The largest category, managerial practices, is an amorphous grouping ranging from the study of performance of household tasks to purchasing patterns. The next largest category with 53 studies covers individual resources such as time, energy or money, space, equipment, and the like. In 1970 a new index item of human resources appeared which may indicate a growing emphasis. Decision-making and values seem to have been studied quite consistently in the 12 years under study; organization was studied half as often as values. Studies focused upon broad topics of process were few, as were studies dealing with classroom use of several managerial concepts.

Shall a total of 224 studies be regarded as extensive coverage of basic concepts? Out of a total of 547 studies for which abstracts are available, including both Family Economics and Home Management studies, management concept studies represent about 40 percent of the research endeavor. About 250 or 46 percent of the abstracts were classified as Family Economics. If one deletes those, 80 percent of the Home Management abstracts can be related to a concept or group of concepts; or if you are uncomfortable with and wish to delete the management practices category (though this could probably be given a broad label such as implementation of plans)--55 percent of the studies can be related to some fairly well accepted concept(s).

The extent to which concepts have been used as organizing means for course development is not known. In the early 60's courses focused on decision-making were begun in several colleges. Judging from reports of course developments contained in the 1962 conference proceedings on the teaching of management, inclusion of at least some of the concepts identified by Concepts Committees and others appears to have been rather widespread. It may be safe to assume that such efforts increased through the 60's.

In Diagram 1, I have attempted to show two general stages of conceptual development experienced by the field of management. The first stage I have called concept identification. This was the beginning stage when we were simply listing key concepts, and includes some work done in the 50's. You will recall that a conference on values and decision-making was held in Michigan in 1955. It was 35 years ago (1938) that Gross and Lewis's (3) little book was published containing some management topics for teachers of home management residence courses. One might say that this was the beginning of concept identification. Nevertheless, I have included slightly over half of the work as beginning with the French Lick meeting and continuing from there. The second phase involves the organization of the separate concepts into frameworks, models, or structures. Approximately seven articles in Journal of Home Economics and Journal of Marriage and the Family (4) provide models which arrange the individual concepts into a structured whole. Although these are not numerous, they provide an interesting variety ranging from a formula, to structure-function models, and to different forms of the systems approach. I regard the ecological model as one type of systems model. Most of these have appeared since 1966.

These conceptual frameworks have been most useful as classroom tools. Some graduate students have developed their own models as a basis for research or classroom presentations. Hopefully students, teachers, and researchers will continue to develop such models to aid their several purposes. In my opinion the goal in developing models is not to strive for general acceptance of any one. There is no one model of management which is "right"; indeed we push our thinking ahead through exposure to a variety of models.

Figure 2

Management Concepts Researched 1962-1971
(Journal of FE-HM, 1962-1966; Home Economics Research Abstracts 1966-1971)

	Definitions Process Framework	Decision-Making	Values, Goals, Attitudes, Standards	Organ-ization	Resources	Mgt. Pract.	Teaching Mgt. Concepts
Journal of Fam. Econ. & H. Mgt., Vol. 1			1	1	4	2	
Journal of Fam. Econ. & H. Mgt., Vol. 2	1	2	5	4	5	6	
Journal of Fam. Econ. & H. Mgt., Vol. 3		2	2	3	5	5	
Journal of Fam. Econ. & H. Mgt., Vol. 4	2	7	7	2	9	14	1
Journal of Fam. Econ. & H. Mgt., Vol. 5	2	1	6	2	4	8	1
Home Econ. Research Abstracts, 1966		4	8	2	3	3	
Home Econ. Research Abstracts, 1967	2	2	3	1	2	10	1
Home Econ. Research Abstracts, 1968		2	4	2	9	1	1
Home Econ. Research Abstracts, 1969	2		3	1	8	3	1
Home Econ. Research Abstracts, 1970		6	1	3	3	6	1
Home Econ. Research Abstracts, 1971		4	1	1	1	4	1
Totals	9	30	41	22	53	62	7

G. Total 224

Question 3. Are Interrelationships of Home Management Knowledge with Other Knowledge Recognized?

Although data are scarce in relation to the above question, and the answer will be less than satisfactory, the mere raising of the question may have served a legitimate purpose. We may be reminded that while home management knowledge is a definable piece of knowledge, it, nevertheless, is related to larger fields, e.g., family life, home economics, or family-community relations.

It will be recalled that members of the Home Management Concepts Committee several times raised the question of the integrative nature or function of management. The 1967 report of concepts and generalizations for high school home economics curricula lists management as one of three unifying concepts: management, development, and values. For home economics education majors at the Pennsylvanic State University this idea has been translated into the curriculum as one year when course content is focused on management concepts and culminates in a course on teaching management concepts at the secondary level and a mini-teaching experience with a management topic. Here is one bit of evidence that some professionals see home management knowledge performing an integrative function in a home economics program. Philosophically, management may explain for home economics its "reason to be."

In another curriculum revision family economics and management joined with family relationships to become a program in family development. In Parsonian terms management represents the instrumental function in the curriculum and family relationships the expressive. In this instance management does not necessarily perform an integrative function, but simply is one area of the family development curriculum. The task in programming is to locate interlocking points in the two functions which should be presented to students.

The research article on Family Management in the decade review of research in the Journal of Marriage and the Family (5) is an indication of recognition of management as a contributing part of the study of family behavior. Although this was only one article among 12 in Family Relationships, it represents a beginning.

Two examples have been given of the interrelationships of management with other areas of knowledge: an integrative role for home economics and a complementary role for the family development field. Greater clarification is needed as to how interrelationships of home management and other areas of knowledge may be highlighted for students, implemented by curriculum builders, and refined by researchers.

Conclusions and Comments

In returning to the question, "How are we doing with the concept approach in home management?" we would have to acknowledge considerable progress. We have started work necessary for the development of a field of knowledge. The work must continue building upon what has gone before as well as identifying new concepts. Winifred Eastwood pointed out in 1963 that it is arbitrary to think of something like the concept approach as having a beginning or an end (6).

Historically, management courses emphasized the performance of household tasks in the "practice" houses, thus highlighting the psychomotor and affective domains of knowledge rather than the cognitive. Although a home management test was being pretested by Educational Testing Service in 1951, Ella Cushman said in 1954 that she did not believe one could give a written examination in management; instead she held conferences with each student. Those who experienced these oral examinations well remember shivering and shaking before going to her office. However, I think she was recognizing the scarcity of cognitive knowledge and was wanting to elicit from her students experiences of affective learning.

What results can we expect from continued conceptual development? I'd like to suggest two. First the concept approach is one means leading toward theory development in home

management. If by theory we mean "a group of logically organized, deductively related laws" (7), we do not have theory yet. We have potential for theory.

We now have progressed enough in management concept development that we justify our research topics on their potential for adding to theory. In the beginning we had no body of knowledge as a frame of reference. Any piece of information was better than nothing.

Second, the concept approach aids us in identifying cognitive curriculum goals. Through this clarification, we are free to consider a wide range of alternatives for obtaining our objectives. For the field this is concept actualization. Without the emphasis on conceptual development of the last 12 years, I do not believe we would have as much innovation in teaching methods and techniques as was reported yesterday.

What is needed to move ahead? Not only do we need the innovations, and continued clarification of concepts, but we must have more communication among ourselves and others. A concentrated dose of sharing our ideas with ourselves in conferences every two years is not enough. We need more people writing about their classroom and research experiments.

Now that we have a Research Journal we need to have contributions from home management people in it. We've done rather well so far. We need more people in home management who do research. In the past, research output has been tremendous considering the relatively small proportion of us who had research time in our work loads. But we need more. We need to socialize graduate students to regard publishing as part of their professional obligation.

In connection with the research review article in the Journal of Marriage and the Family, one reader wrote to Broderick, the editor, as follows:

> The "Family Management" article is noteworthy for the high proportion of unpublished research cited (46%). Also several other reports which are cited are from Experiment Station bulletins or AHEA publications which are not generally available to what we might term the "research consuming public." Is it not possible that the lack of research activity in this field is related to this low publication rate? If research is available for consideration one may be stimulated to relate one's own research to it.
>
> If I were a Home Management Professor, I would require publication of theses as a means of stimulating more research in this field (8).

Now that we have opened the road to choice through a beginning attempt at concept clarification, will we be equal to the responsibility of that expanding choice? I think so. But we must not underestimate the task that lies ahead. "Who Looks at the Whole System?" is a question directed to engineers by Mitroof (9) in a recent book on decision-making. My answer to his question is: Everyone interested in enlarging and refining a field of knowledge must look at the whole system. Not only must we attend to our special component, important as that is, but we must also expand our understanding of the interaction of management with other systems. Families and their management can not be conceptualized as islands.

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A NEW LOOK AT HOME MANAGEMENT

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The new look at home management leads us into the maturing or actualizing phase of our field. Entry into maturity is both desired and required. We have come a long way in our development and we want to continue growing. Today's complex social-political, economic, and environmental conditions require a mature approach.

Professional contributions and pressures, such as our conference on actualizing concepts in home management, should stimulate thinking about the field and its future. My remarks are primarily directed toward the field. They could be applied to other fields, but my examples are in home management.

The context of the next phase in home management is important to consider (3).

SOCIAL-POLITICAL

Population--birth rate, population composition, distribution

Women's movement

Changing life styles

Political milieu

ECONOMIC

Employment situation

Technological surroundings

ENVIRONMENTAL

Concern for pollution

Scarcity of energy

All are impinging on us and home management has a contribution to make. One of my points is to suggest that we must move toward influencing change rather than being in a responding situation only.

Three aspects of the new look form the basis of my discussion:

(1) refinement in conceptual frameworks

(2) balance between "theory" and observation

(3) concern for policy and advocacy (9)

I. Refinement in conceptual frameworks

Current frameworks in the field vary in their emphases. Variation will continue to exist, much as in other areas. In a critique of Miner's book, Management Theory, a reviewer states: "the research for an absolute perspective for effective managing is quixotic . . . . Scientific knowledge develops and grows, being restructured and extended with each new building . . . . Rather than discovering the absolute, the social and managerial scientist researches the finite and contingent" (11). We need interchange among those of us who continue to refine and develop frameworks.

I am proposing that the systems approach will receive continued emphasis in the coming phase. Many of you are familiar with system concepts. "System theorists investigate dynamic, goal-oriented systems, with definite if flexible programs for coping with their environment and assuring their growth and development" (7).

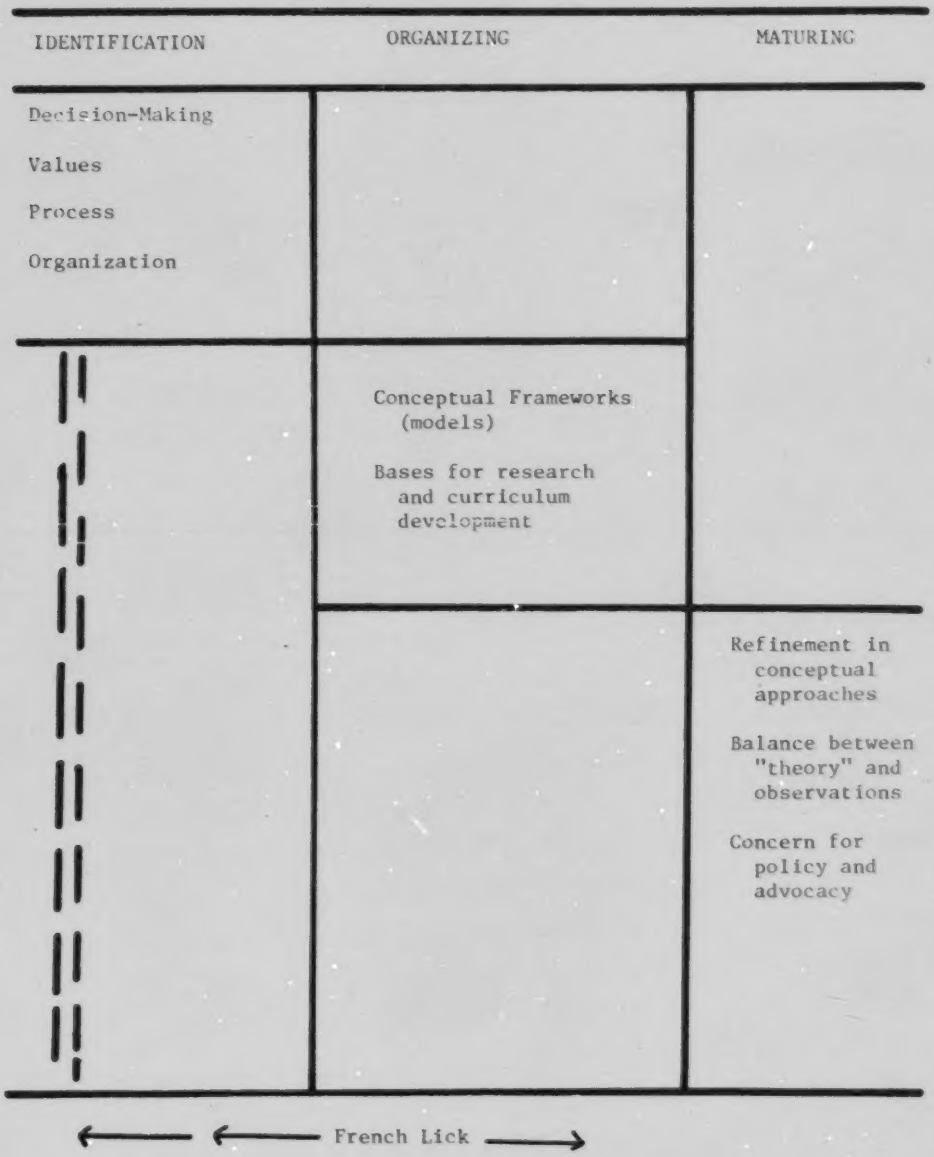
Reasons for the continuation of a systems approach follow:

(1) Need for developing a body of generally accepted or useful theory. Gastil states - "The continual development and abandonment of the theory and methodology in social sciences has not developed a large body of generally accepted and demonstrably useful theory. Too often new theories and methods have explained little more of reality than those they displaced.

Indeed, in many cases weariness seems more important than disproof in changing the acceptability of alternative theories"(6:385).

(2) Continuing need following separate concepts emphasis for an organizing force. A unified look at home management is advantageous to the practitioner - points of potential intervention can be isolated, the ideal of cumulative social science and specifically home management may even come into the picture.

(3) Complexity of our society and the environment requires an approach accommodating the open, adaptive family and individual systems of today. The many social and economic factors impinging on the family create the need for such an approach to adequately understand the managerial aspects of the family system. We are in the early maturing stages in conceptual development in systems. The approaches now in the field vary in their emphases. The differences in systems approaches were discussed by the late von Bertalanffy (10).



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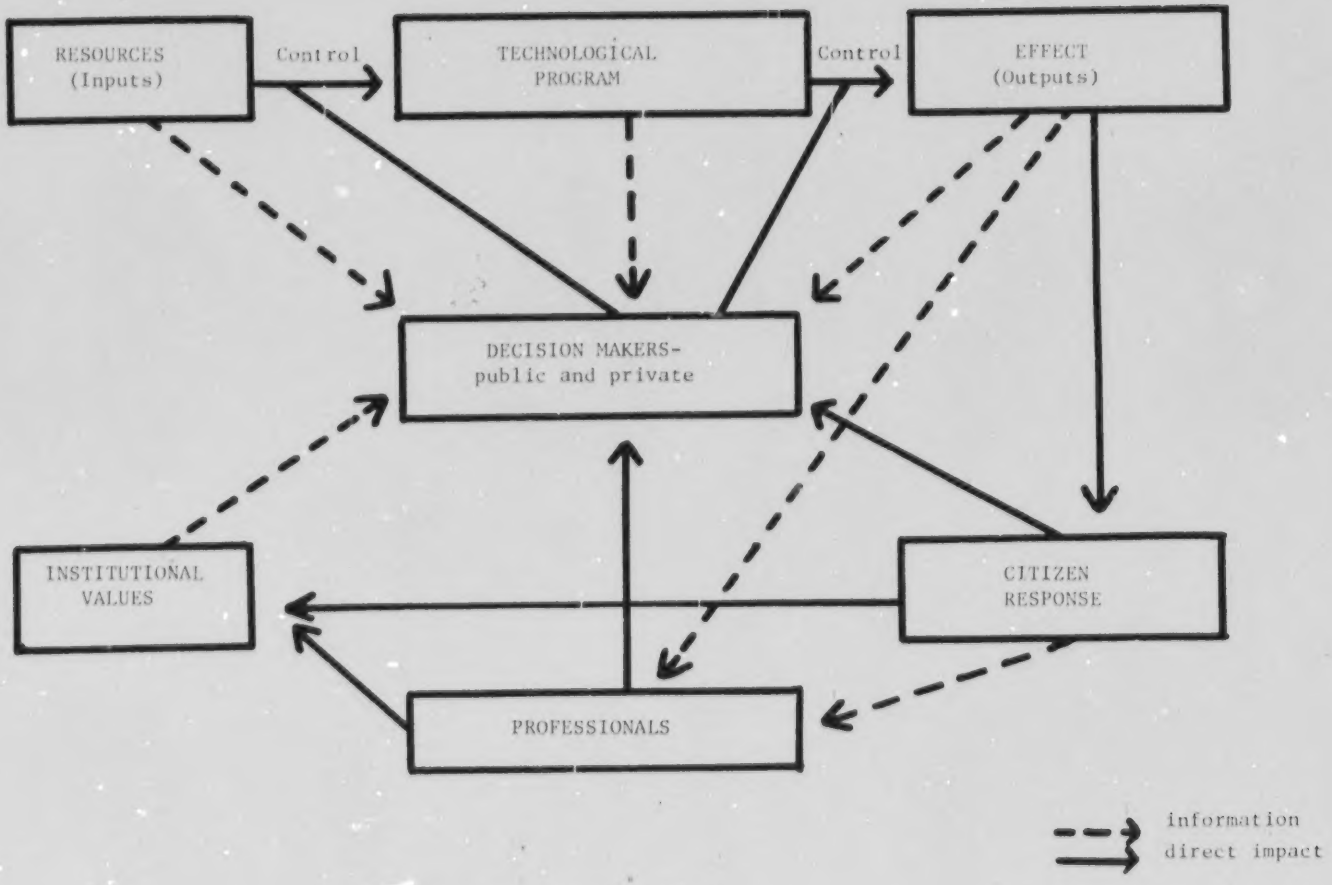

TRANSPARENCY 2

"The fact that 'system theories' by various authors look rather different is not an embarrassment or the result of confusion, but rather a healthy development in a new and growing field, and indicates presumably necessary and complementary aspects of the problem" (10:45).

As suggested by Dr. Knoll, even though I am suggesting a continuation of the systems emphasis, all of us recognize that various perspectives other than systems will develop and others will and should continue.

II. Balance between theory and observations

A concern some of you may have felt is the difference in focus of various professionals in home management. Some of us may appear to be buried in the ivory tower, while others of you feel constantly on the real world firing line. Our views of home management differ--some of us have a theoretical view and others this observational view. Over the years the effort has been to reflect the real world in the conceptualization of home management, but we have fallen short of actually doing this, and of explaining the conceptualizations sufficiently well to have understanding of the abstraction of the real world to the theoretical or conceptual world.

The new look in home management is a closer intermeshing--specifically I believe in teaching home management. Discussions will be held at length during this time on experiences which we can provide our students. Concern exists for experiences in the field with families and with increasing the understanding of the relation of family management to other systems. Any gap between theory and observation must be closed.

Our research efforts should continue to have a strong conceptual base providing the context for the research, with the intent of modifying the conceptualization whenever the fit between theory and observation is not good.

The potential for widening the gap between "theory" and practice is increased by the milieu of today--the social-political, economic, and environmental situation I briefly described. Our efforts must be directed then to preventing this widening.

III. Concern for policy and advocacy

In the future home management professionals will be increasingly concerned about policy and influencing decision makers. Participatory action as professionals and as citizens is needed.

Change in laws and policies is influenced by formal procedures and by informal procedures such as demonstrations, product boycotts, etc. (2) and affected by resolutions such as the AHEA resolution on National Income Accounting.

Formal adversary procedures include advocacy through hearings, agency proceedings, class action suits, etc. Advocacy has been an important contribution of law, medicine, social work, "when the human, moral, civil, and legal rights of their clients are transgressed by individuals, groups, or social institutions" (1:840).

Thus professional organizations and we, as members, bear a particular responsibility for providing sound information for advocates, whether oneself or others. Advocacy can help implement existing policy, clarify administrative interpretation of policy, and foster change in future policies.

Concern for policy and advocacy should be reflected in our research topics and methodology. Increased emphasis on the usefulness of findings for consumers and policy makers is needed:

--clearer establishment of lines between the producer and user of research through advisory panels, early involvement in research we have searched for users post facto;

--research leading to predictive outcomes--important in family welfare;

--a willingness to interpret an imperfect data base to the best of our ability.

--sophisticated "practical" research which is not esoteric exploration (5).

We need to work with other disciplines to achieve these aims.

As a professional organization we took a stand on HR 1 at the Denver Conference and were represented at the Congressional hearings.

As organized professionals we must do more to influence decision makers. Concern at the local level is very important and decision makers are there--before, during, and after revenue-sharing.

One of the factors I mentioned earlier was technology. Technological developments are the basis of many current problems and probably the solution to many. The humanizing of technology can be increased by professional attention and citizen-consumer demand (4) (2).

Concern for policy and advocacy can affect our outlook in teaching--encouraging responsible citizenship and strengthening the linkage between consumers and technology through professionals. Note that I am distinguishing between the responsibilities of citizens and professionals.

Summary

A new look at home management is exciting to consider. I am promising three aspects which may be important: (1) refinement in conceptual frameworks; (2) balance between "theory" and observation; (3) concern for policy and advocacy.

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REACTOR PANEL

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Alice J. Davey
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ALICE J. DAVEY: I generally think of myself as an optimist but I think that Dr. Knoll is more of one than I am going to be. We were teaching and researching concepts, perhaps not so labelled, long before French Lick. I do believe that French Lick tended to clarify and perhaps develop new labels for some of our key concepts. But much of what has happened in home management thought in the sixties would have happened without French Lick.

Identification of key concepts is a necessary step in knowledge-building but much more is needed as we all recognize. We are not a new discipline. Some, in fact, say that we are as old as home economics itself, so I am puzzled about why we are so slow in developing a field of knowledge. For, as Dr. Knoll said, we have a ways to go.

I do applaud her idea of increased communication, but I am not sure that is all that is needed. I would add to that more study and more developmental conferences such as some we have had in the past. If we have such a coming together, I believe it would take a very different kind of organization from that which we generally have at our conferences, and I hope that her idea will be implemented.

Now, to react to Francille Firebaugh. Of her first idea, relating to the refinement of frameworks to produce theory, I would say we have attempted this already and would cite the 1964 and 1969 Conferences. But we have not been sufficiently vigorous in so doing. It is obvious that concepts studied in isolation do not build theory, and I agree with Dr. Firebaugh that refinement of a variety of frameworks would be healthy for our field of study.

However, we need more than theory-building. We very much need theory testing but, of course, you can't test theory until you have done some building. In fact, if we had adequate theory testing, the gap between theory and practice or observation which she presented as her second point, might disappear.

About her third point: It may seem a cop-out, but I would feel more comfortable with the idea of advocacy if another point had preceded it, and that is the very urgent need to develop measures of quality in relation to family well-being so that we would have some guides. Maybe some of you think that we have them, in terms of action that we wish to recommend.

ALMA BETH CLARK: I'd like to preface what I have to say with a plea that you recognize me as an administrator rather than as a home management person at this point. So what I have to say is in context of administration, but home management has to operate within a total structure in home economics departments around the country.

The expected outcome of the French Lick Conference was somewhat idealistic. We expected this emphasis on concept identification to reveal relationships with the root disciplines, and that this, in turn, would result in organization and synthesis of knowledge within fields. We thought this identification would enable us to say which concepts were common to all areas and therefore, what home economics is all about. This was really a rather idealistic approach.

We do not get anywhere in life without this kind of idealism, and so I think it was a great idea. In fact, home management-family economics has done a better job in trying to tackle this problem than any other area in home economics.

However, when I read Dr. Knoll's paper, my first reaction was: Is that all we have been doing in 12 years? Why aren't we any further along? Why do we have so few key concepts--are there really only three or four key concepts in the whole field of home management? Why don't we know more about how these relate to each other? Why can't we use this in saying: This is good management practice, this is not. This is the challenge to you as a field and as a group: There aren't nearly enough people in home management to do the research that's necessary

So I hope that one of your goals will be to put on a recruitment drive to get more people in the field and find more sources of funds. Also, we need to become really concerned about the consumers of our research. We need to be doing research they can use, and in which they can see some practical value so research is easy to defend to the money givers.

Another point of concern is that home management departments are closing--combining with other areas, other departments. Not because its considered good to combine home management with family life, or home management with education, or home management with anything else, but because no one can be found to be the head of the department.

If there were people excited about their field and doing a lot of research, I don't think these departments would be combining. I do think this experience could be a strengthening force for management, because in order to exist as a home management person in another area, you really have to defend what you believe in. And to have to defend it, is good.

Publishing reports of the work done is absolutely necessary and the Home Economics Research Journal is one of the best things that has happened to home management. It is hard for a university to have four manuscripts returned, as our university did this year. They were all sent back for fairly major revisions, and this is a pretty devastating experience for a small research faculty. But it's been one of the best things that has ever happened to us. Once you work through the initial disappointment, to have someone else be really critical and make you defend what you are doing is a very worthwhile experience.

Another question concerns the distribution of research topics. Is the distribution due to sources of funding, or to the lack of imagination, or the poor preparation that we in home management have for research activity?

One of the greatest problems we face and I think this is particularly true in home management-family economics, is that we do not do a good job of preparing our personnel to do research. Those people who have doctoral degree programs really should bear down on how to do research. I have seen too many people come out of PhD programs saying, "I never want to be involved in research." If we are going to move forward in home management, we have to produce better-prepared researchers.

The last remark is to reemphasize justifying the research to the consumers and to the funders.

DR. MARGARET I. LISTON: I have four points that I would like to make. You may be a bit confused because I may be hitting some complex ideas too quickly, but I'll try to make them simple as possible.

First, it seemed Marjorie accented the nature and function of concepts as ways of interpreting the cognitive aspects of fields of study. I have heard nothing very specifically

about two other facets of learning that must go along with the cognitive, otherwise learning is not going to mean very much. They are the affective, and then the psychomotor, the volitional, the connotative--whatever you want to call it, the idea of people doing something with the affective and the connotative states that they happen to be in.

One of the challenges we have in the field of management is to learn how to teach the cognitive aspects of management. I'd like to say teaching-learning because they are companion pieces, with more accent on the affective going along with the cognitive and the volitional.

The second point goes back to the French Lick Conference. I have found that report extremely useful, and it could be very productive if we were to arrange a conference or two or three different work groups to go off and get away from everything else and really let their thinking became unusually productive and focus on what are the kinds of concepts? Dressel indicates in this book a whole range of different types of concepts, all the way from simple ideas clear on up to laws.

What are these types that we have in the field of management? He indicates the functions of management and he has a range of about seven or eight of these. And finally, something I think is the base of one of the difficulties we have, the levels of concepts in terms of their complexity. He begins with the concrete, the concepts that are extremely concrete and tangible, ranging on up to those that relate to social interrelationships. One of the things that we are trying to do now is to orient our concepts to the social interrelational, but we jump sometimes too quickly from the concrete and fail to go through the steps up to the other.

I see our having three groups, each one working first separately and then meeting to look at the types of concepts, the functions of concepts, and the levels of concepts. Out of this could come not only an appraisal of what we already have, but some additional ones as well.

Third, a lasting point that Marjorie made coming out of the Parsonian interpretation of management or adapting from Parsons rather, the instrumental being the function represented by management, and the family relations being the expressive. This, too, could be an exciting theme for a conference. Is this really true? Is management just instrumental? And are the family relations, or the conceptual structure of family relations, just expressive? And can they be separated?

And finally, you all are familiar with Nye and Berardo's book on Emerging Conceptual Frameworks in Family Analysis. You were all probably bothered a bit by the fact that in the long seminar out of which this book grew, under the guidance of Reuben Hill and others, a search of the literature in home management and family economics was made and nothing could be found in the way of a system, so it is not included as a chapter in the book. There is one on economics, but there is nothing that deals specifically with management.

Well, I wonder if the Hill school of thought were to have another seminar, would anything more be said about management now than was said then? Another kind of conference that would be exciting would be to take the Nye-Berardo book as a springboard from which to go through step-by-step each one of the frameworks of orientation: anthropology, the Judeo-Christian, the economic, the structural-functional, and so forth. Go through each of these in small groups and ask, what are the foundations in these subject orientations, these conceptual frameworks from the social sciences? Do they also function in management?

Maybe we are the integrators of all these frameworks, forming still a different one.

Francille also stimulated me to a number of things and I have limited them to four observations.

First, she commented on maturing process. I take my hat off to Marguerite Burke for some work that she has done early in the family economics NCR '52 Committee, in her analysis of what is a field of study. What then do we mean by "maturing" as a field of study? It would be helpful if someone would write an article on that very point. What are we striving for in our "adolescence" in order to reach maturity? There are some very specific guidelines that could be drawn upon that might chart the course for us a little bit more effectively.

Secondly, the things that Francille was talking about carried me back to the conference on the family that we had at Iowa State two years ago as a part of our Centennial. Dr. Schaefer, then at the National Institute of Mental Health but now at the University of North Carolina, gave a talk on "The Family as a Learning Center." It seems to me that one of the targets of management in the home, as he discussed it, is to have management focused on learning opportunities for all family members in the family climate. But further, we must recognize that we learn as we are developing our personal self-concepts. We learn as members of the family, we learn in our peer groups, we learn in community organizations, and we even learn in the schoolroom. We need management in all these settings; we need to focus on management that will socialize people for citizenship.

This is a part of the maturing process. Just as we target for nutrition, just as we target for orderliness and cleanliness, and for human relations and so forth, it seems to me we need to target for citizenship and maybe the reason we are having some of our difficulties with crime and so forth is that we haven't done enough of that.

Third, the widening gap between theory and observation. I wonder if one of the reasons we have this widening gap is we do not identify our theory enough. We do not ask for whom we are trying to develop our theories or by whom they will be used. In other words, where are they--rural, urban, North, South; what kind of environmental climate are they in, and at what stage of the family life cycle? Managerial situations differ greatly according to the immediate environmental circumstances. And we must help people to learn to adapt individually to this.

Now finally, the idea of research and publication. We need to do much more in terms of translating our research into ways of action. We need to do more bridge building. We need to help the people who are in the action program, but the action program people can work reciprocally. We need to work with journalists to help them meet the people who know research and who know the action so that they can translate and build the bridge in between.

A final word, I mentioned the abstractness to the concreteness. We need to learn how to make abstract ideas more concrete, but we also need to tie concrete ideas back to abstract concepts.

PANEL: FIELD EXPERIENCES IN HOME MANAGEMENT

DIALOGUE ON HOME MANAGEMENT RESIDENCE

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Situation: A conference between a home management house advisor and a graduate teaching assistant.

Agenda: Review of course offerings and teaching techniques.

House Advisor: There are three items to consider this morning. First, today's mail brought another questionnaire to be answered. This one is from Midwest College. They are conducting a brief survey to determine the status of the home management laboratory or residence course. We need to refer to the reports of such studies when we review our home management offerings and teaching techniques.

Next, we need to discuss the course evaluation done by students in past semesters. I have finished reading them and found your marginal comments throughout were quite helpful in pinpointing the strengths, weaknesses, and suggestions for change. Now we need to consider these in the review of concepts to be included and how to teach them in the undergraduate home management courses.

Teaching Assistant: In an advanced home management course, I have been reading about the development of home management as a field of study in home economics. Dr. Carole Vicker's dissertation, "Level of Selected Home Management Concepts Attained in Residence and Non-residence Courses," presented an excellent review of the literature. Some quotes from her dissertation ought to give some ideas and measures for evaluating a program:

> For more than half a century home management leaders have contributed to the development of home management concepts, always questioning the appropriateness of prior beliefs. At the present time this search for a conceptualization of home management is no less zealous than it has been in the past. That values, goals, and standards are a part of management is widely accepted. How these concepts can be integrated into a conceptual framework remains to be answered. There appears to be universal agreement that management is concerned with resources and the decisions which families make regarding the use of these resources (p. 28).
>
> The review of studies in the area of home management courses appears to indicate a concern with providing meaningful experiences, defined in various ways, for students and to make the course feasible in light of personal situational circumstances of the undergraduate. In the past, students have isolated difficulties related more to technical skills than to management theory. Instruction appears increasingly to focus on concepts of management and acquisition of understanding and use of the concepts (p. 43).

House Advisor: The residence has been the traditional means of teaching home management in our department. Approximately a decade ago a nonresidence course with the same basic content was developed for students who had their own homes to manage in which they could perform the laboratory activities. What did you find in the readings concerning teaching techniques and trends?

Teaching Assistant: To quote Dr. Vickers again:

> Acceptance of the (home management residence) method has been universal. However, increasing difficulty in staffing the residence, rising costs of

> maintaining a home management house, and constantly enlarging enrollments have necessitated exploration of alternative methods of providing laboratory experiences in home management (p. 29).
>
> Literature concerning evaluation of non-residence laboratory courses in home management is characterized by its scarcity. Social changes resulting in college marriages among home economics majors have prompted inquiring into alternatives for the residence experience for married students. However, little research has been reported on the merits of non-residence experience as a method of organizing laboratory classes (p. 43).
>
> Studies conducted have been pilot projects and no conclusions concerning their usefulness in teaching home management can be drawn at this time (p. 45).

House Advisor: With this brief review, we, as every other home management department, need to take a critical look at the structure and the teaching techniques used in our particular undergraduate programs. What is good and needs to stay? What should be updated? What needs to go and be replaced with a more relevant technique or content?

We believe that the residence involves a teaching process that can be as relevant today as any method. Dr. Manning further challenges us with this statement: "As with any course taught by any of a variety of methods, the instructor has a definite responsibility to keep the content up-to-date and pertinent to today's world."

The very nature of home management concepts demands that they be experienced and internalized rather than merely learned and appreciated. Involvement is the key. There are several approaches to reach this involvement. Use of the home management residence in its broadest interpretation and experience is one technique that we find appropriate. The use of the student's own managerial situation is still another.

Our students will be pursuing professional careers within the frameworks of vocational home economics teaching and social welfare. Thus there is needed emphasis placed upon preparation and experience for teaching management in a variety of situations.

We have found that lecture and discussion techniques have their place but frequently are enhanced when they are used in combination with simulation, case study, observation, and actual experience in the classroom and in the community.

Teaching Assistant: In our program the use of the contract and its revision after repeated trials and changes has been one of the means employed to allow for flexibility and individuality. The contract between student and instructors for a grade in the intensive six-week course incorporates organization and the recognition and application of management concepts that are important preparation for teaching management. Each student formulates her own plan and program with self-evaluation being an integral part of the contract.

House Advisor: An important clause in the contract is the one that gives the student an opportunity to move beyond her group experience in the residence to the community or field experience. We define the field experience through the objective: to identify and understand the variety of managerial styles held by individuals and families. This is done through observation or direct work with an individual or group. At the time when we were testing our wings in the field experience program combined with the residence course, students interviewed businesses, institutions, and agencies in the community. One student developed an interview form that provides information such as number of observers wanted at one time; the person(s) to contact, their phones, their most available time; hours or seasons to avoid; exact location of the observation area; and other comments that would make the preparation for the experience smooth and effective.

A list of those expressing willingness to cooperate in a field program is available to students along with records and reports of past field experiences. Or a student may prefer to interview and develop another source. After formulating a set of objectives and

stipulating the procedure by which she will observe and report, the student confers with an advisor. When all arrangements are made, the student observes the management of someone else in the areas of decision-making, work simplification, or resource allocation, etc., and keeps a diary to record both positive and negative points and suggestions for changes or alterations. When the experience is completed, a report is filed with the management-teaching materials center in the home management residence as well as with the organization being observed, if they indicated a desire for feedback. In all cases a letter is sent expressing appreciation for the opportunity to observe the business or institution.

I see at least two major problems in field experience in our school and community. First, there are so many other courses at the university that use the community as a laboratory, there is resistance from some community agencies to any additional involvement with students. Second, as the program grows, the drain on staff time may become out of proportion to other important experiences in the contract. Our department believes that if the professor is not familiar with the family or agency situation to which she sends students, there is risk both to those being observed and to students, who may not learn the dimensions of the problem being faced. Consequently, field experience might conceivably become one of activity in the field without the experience being any more real than that in the student's home or in the residence course.

We need to continue to explore ways to overcome these deficiencies, which are primed by our situation. I firmly believe in the field experience theory and believe it can be a most positive activity in the home management courses we offer. Let's review the current status of field experience in our residence course.

Teaching Assistant: A limited number of students have been able to carry out field experiences with low-income families without working with over-burdened community agencies. Many students have an opportunity to participate in agency programs in other courses, in extracurricular activities, and through summer work-internships. The type of field experience that the home management residents select are those in which they can observe and identify management problems and solutions. A flower shop, a stock department in a retail store, a dormitory kitchen, a dormitory dining room during serving hours, a nursing home, and a veterans' hospital are some of the specific businesses and institutions at which the students made arrangements for observations. The nonresident students find that the home management practices of their neighbors and married friends afford them a fertile field for observation.

Since the time allotment is so brief for the many priorities set for an undergraduate program such as ours, perhaps more extensive field experience in succeeding management courses on the graduate level might be considered. In my undergraduate experience, the residence portion of the course was concentrated in three weeks and the second three weeks offered time for concentrated work in the community with individual families or agency programs of the student's choosing.

Actual residency in the home management house can be looked upon as field experience for several reasons. First, though it creates a homelike situation, the management problems are individual to the particular house. Each resident is more or less accustomed to the management problems of her own home or living situation and has either adjusted to or overcome them. This new environment gives the resident a new field of experience. Second in the residence course the students must learn readily to change or adapt to one another's habits. In a family situation the adjustment occurs as part of the growing-up process. This makes home management house adjustment more similar to field or work experience than a family adjustment experience.

House Advisor: Implications of our brief review and exchange point out the need for home management activities that are realistic, whether in the classroom, in the residence, or in the community. The techniques used will vary with the circumstances and with the concepts. Techniques can be selected and administered toward the ends: effective learning and meaningful experiences that demonstrate how home management as a discipline is a professional tool for working with people.

COMMUNITY RESOURCES TO IMPLEMENT NEW CONCEPTS OF HOME MANAGEMENT

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Background Information: Home Management Field Placement Program

A home management curriculum that is responsive to the present and anticipates the future needs to consider: (a) the education of students for flexible, lasting professional careers; (b) the changing definitions of and relationships among traditionally maintained households or homes, nuclear family groups, and other family-like groupings; and (c) a conceptual approach that would be functional for effective, short-term professional involvement of students in varied community, home, and family-helping situations.

This paper focuses primarily on the identification and use of resources for home management field experience in an urban university. Changes in households, families, communities, and the needs of our students led to the replacement of the home management residence with a management practicum (field experience plus seminar) four years ago. Simultaneously, curriculum development throughout the College of Home Economics provided sequences of courses that now precede and undergird the new course. These sequences include human behavior and development through the life continuum, value inquiry, small group interaction, decision processes, family study, pre-student teaching methods, the usual spectrum of home economics courses, and gainful employment through the cooperative education program. The management practicum is a senior year course that seeks to use college learning and life experiences to explore new professional home economics directions.

The practicum carries three term credits and requires a two-hour seminar plus six hours in the field each week for the ten-week term. (The field experience will be described in greater detail in the last part of this paper.) Additional requirements are weekly field notes, readings, and progress reports. Class discussion and comparison of experience allow each student to sample vicariously diverse professional opportunities. Management theory ties the seminars to field experience.

In addition, current changes in household maintenance and family life are reviewed as they are brought to class through student observations. Since the practicum is most often not in a conventional, nuclear-family, adequately functioning household, students become acutely aware of social change and the constricted condition of contempoary family life. They see the vulnerability of the small family to stress and its dependence on community services during crisis situations (1).

The wide latitude in housekeeping standards and in deeper values are noted. The needs of people and families for life-support networks become evident. Interactions among individuals, family systems, and social systems are stressed. Thus students begin to function and conceptualize in systems terms.

A theoretical framework using systems concepts seems to work well for management field experience. As is true in most living situations, many environmental conditions in placement are unspecifiable, unpredictable, and opaque even to skilled observers. Students have limited skills, time, and energy in the intense ten-week term. They are already aware of the pervasive influence of values and the need to respect the values of others. Goal-setting and decision processes are also useful tools for shaping a new experience.

However, a systems approach is particularly effective (2). The student is asked to view herself/himself in a social network in which the three main elements are the student, the mediating social agency, and the client (now called the consumer of social services in some agencies). A number of questions frame the field experience. These questions (see below) are related to the needs, values, goals, and resources of the newly formed social system.

The following questions are used for reference, review, periodic revision, and feedback evaluation.

Student	Mediating Social Agency	Client (Or Social Service Consumer)
What is the problem you are trying to solve?	How is the problem perceived by the agency?	How is the problem perceived by the client?
Why are you trying to solve it?	Why is the agency trying to solve it?	Why is the client trying to solve it?
What kind of solution would you accept as satisfactory?	What solution is the goal of the agency?	What are the clients' goals?
How much time and effort are you prepared to devote to the enterprise?	What is the resource investment limit for the agency?	What can the client invest?
How enduring must the solution be from your point of view?	How enduring a solution does the agency expect?	How enduring must the solution be for the client?
What are some alternative ways to solve a similar problem?	Does the agency have similar alternatives?	What are some of the client's alternatives?

Locating and Using Community Resources for Field Experience

All communities have life-support service networks for individuals and families. A field placement can be initiated and developed wherever people reach out to the helping services of their communities. The helping professions include medical, social service, educational, housing, and religious services among others. The potential home economics contribution is often not understood or defined, although the near environment and needed living skills are often components of a client's many-pronged presenting problem. Other professionals and paraprofessionals are performing the work of home economists: teaching and demonstrating consumer skills, nutrition, home management, and effective child rearing.

The first step for the home economics department is to gather information about possible placements through friends, service professionals, or the local health and welfare directory. Criteria for a good placement would consider the needs of the students, the college curriculum, and the commitments of the community. A checklist might begin with the following questions:

1. Will there be safety and convenience for the student, since this is but one part of the student's life? Students often like to work in pairs sharing transportation, experience, and confidence.

2. Is this a valid management experience? Will home economics management skills be used in ways that are consistent with students' education and interests? Is the work of the agency related to the direction of home economics?

3. Does each new resource add to a spectrum of diverse experiences that will illuminate contemporary and emerging life situations of significant segments of the population?

4. Is there the promise of good professional supervision? Will there be team efforts with professionals and paraprofessionals?

5. Are there possibilities for new uses for home economics training?

6. Can good rapport and mutual confidence be maintained between the home economics department and that of placement?

The management professor can start with directors of social service; physical, mental, and vocational rehabilitation facilities in hospitals and clinics; half-way houses; residences for older people (not nursing homes for terminal cases); the local extension service; religious groups; and numerous other contact points for people needing help. It may be surprisingly difficult to explain what the department wants and how the home economics student can contribute in places where home economists have not been working.

If the college is located in a small or remote community, there may be real problems in placing large numbers of students. Possibly placement could be scheduled during school recesses in larger communities. Students are very resourceful in finding fine placements in their home communities. Families in the college community may willingly accept students, but there is the possibility that professionalism and structure will be sacrificed and the relationship may approximate that of a mother's helper.

Good placements should have novelty, challenge, an emotional impact, and the opportunity to use home economics skills in new ways. For example, a male student helped male retarded adults who were working in the community. He helped decorate an apartment; prepared budgets and shopping lists; walked with the men to the local supermarket and supervised the selection of items from the lists; helped store groceries; and encouraged the preparation of varied and nutritous meals.

Students from a rural community found placement with the families of migrant farm workers. Family planning clinics and communes have been useful resources. Two successive teams of students patiently helped the women in a geriatric apartment complex publish an ethnic cookbook. Another student helped residents in a mental health half-way house write a management survival manual for life in the outside world. Day care centers for older people, for mentally ill mothers, and for teenagers in drug rehabilitation programs were good placements.

In fact, reviewing our four-year experience provides startling evidence of the richness and variety of service opportunities in our communities. Students consistently completed their field experiences with skill and imagination.

The weekly class meetings provided a needed balance to problem-laden contacts with people in need and in crisis. In addition there is the opportunity to sort out and evaluate what seems to be happening. Evaluation from the field supervisor can be had by telephone at any time during the term. Such an agreement may be made with the agency. If things are going well, there may be little contact. When problems arise a phone call can ensure quick intervention. It is possible to change or terminate a field experience, but with good initial preparation and supervision there have been few problems.

Most of the usual evaluation procedures apply to this experience: written tests of subject matter, observations at the site, self-evaluation by the student, and evaluation by the site supervisor. Evaluation by the field supervisor can be done through simplified forms adapted from, for example, student teacher evaluations. One should remember that excessive paperwork may discourage busy administrators especially since this field experience is not an official requirement for professional registration.

Is registration (i.e., perhaps registered status for home economists in rehabilitation) something to work for? (3) For the present, there is meaning both for the student and for the university in being part of social change, in assuming social responsibility, and in acquiring an inclination for advocacy and leadership. A charge of irrelevance cannot be made about real participation in the front lines of human habilitation and rehabilitation.

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"Within the last decade home economists have shown a renewed interest in helping the physically, mentally, and emotionally handicapped, the aged, the unschooled, and the economically/culturally disadvantaged. Home economics in rehabilitation encompasses the concepts of each area of home economics and applies them to helping these special audiences and their families."

The need for home economists in rehabilitation is now greatly appreciated and anticipated to increase in the near future. In view of this educational trend, the overall question of this study is to determine where home economists in rehabilitation are being trained and how extensive are their programs."

ACTUALIZING CONCEPTS IN HOME MANAGEMENT THROUGH APPLIED RESEARCH

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Unlike pure research, applied research deals primarily with human phenomena, relationships, and the realities of living. The applied researcher, by his very nature, is searching for responsive persons who can use his findings and is willing to supply new ideas.

Our society is composed of groups of persons, families, living in homes clustered or scattered about our land. The family, the basic unit of our society, needs and has a right to a wholesome environment in which to foster maximum development and socialization of the young. The home represents the immediate environment in which individual and family members live, work, and develop the kind of self-concepts that serve to motivate each to achieve the goals that have been envisioned by the group.

The rapid social and economic changes in contemporary life make this a time of crises for family function and survival. The changes in modern life are reflected in the management of the home and family. The transition of the home from a production to a consumption unit has not only increased managerial problems concerning the use of human and material resources, but it also requires different methods of meeting the problems. The primary responsibilities of providing a satisfying home, feeding and clothing family members, guiding and educating the young, and creating and nurturing satisfying relationships among family members present problems of increasing complexity. The spiraling cost of food, clothing, housing, and health care plus an inflated economy, tend to decrease flexibility in spending and increase the need for the applied researcher to step up the pace of research that will inevitably provide new solutions to dispel the dilemma of the consumer.

Coupled with the above problems are the decisions families must make when planning time and energy expenditures. Every family has resources at its command--the kind, quality, and amount being dependent on the individual family. More knowledge is needed by homemakers if managerial problems confronting families are to be solved with satisfaction.

Cooperative Extension Focuses on Management Problems

Historically, extension has made significant input into informal educational programs designed to assist families in utilizing their human and material resources toward maximum family satisfaction. The central focus in the past has been toward solving common problems of families living together in communities. Today management has emerged as a discipline that focuses on individual styles of home management and on the effectiveness of homemakers in resource uses.

The community is the classroom of the extension home economist and every home is a laboratory. Management is interwoven into every aspect of the home environment and its relationship to the community environment. The extension management specialist has a basic knowledge of family composition, the physical environment and the equipment in the home, and the level of living of individual families. I challenge you to match this strategic position and role with other professional educators in home management. This is not an attempt to minimize the efforts of other home economists with expertise in management, but is presented to alert us to the vast opportunities extension personnel has for conducting action research in the community.

Unfortunately, past records indicate that not enough research has been conducted by extension personnel. There is need for more skillful situational analysis of problems confronting both rural and urban families. A broader concept of resources must be incorporated into the families management system. In addition to the traditional tools of management energy, time, and money, we must encourage the home manager to invoke intelligence, ability, education, and the marketable skills that she possesses. Limited monetary resources demand greater utilization of human resources.

The development of human potential to function effectively within the framework of the home and community environment is the ultimate goal of applied research. A first step in this direction is through involvement. When the homemaker becomes involved in educational programs focusing on the improvement of her home and community, she begins to establish a keener sense of direction for herself and is motivated to improve the utilization of the family's resources.

These observations resulted from a pilot extension program in home maintenance and management conducted by the Kentucky State University Extension Program in Family Development and Resource Management. The project, which consisted of an eight-week family-centered program in urban living, was conducted in a low-rent housing development. The purpose of the project was to help the families develop an awareness of the need to acquire techniques and skills that would enable them to make more intelligent use of their new home, its furnishings, and equipment. By changing their attitudes and increasing their knowledge and skills in home management, these families have become better able to utilize new techniques in home care and to make better choices from a wider range of alternatives.

Other agencies who finance low-income housing are aware of extension's potential in helping families toward successful home occupancy.

At the present time many young families are at the household-formation stage. Family-counseling programs are needed to help them make decisions and develop skills in home selection, care, maintenance, and financial management related to satisfactory housing. Extension with its continuing financial support has a potential delivery system for initiating numerous research projects. This potential must be made a reality through a more careful examination and documentation of program efforts and results.

HOME MANAGEMENT FIELD EXPERIENCES IN A WELFARE DEPARTMENT

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My discussion is not based on findings from the academic world, but on many years experience with low-income persons, social workers and community leaders.

According to opinions of social welfare workers poor home management is a major problem of this segment of the population--not forgetting that this situation affects the more affluent as well. Therefore, knowledge of the basic skills are essential for the home economist in this kind of service.

It might be wise to describe some of the home situations affecting low-income families:

1. Substandard housing---in poor repair, in need of painting, plumbing problems, lack of screens and, generally, high rent
2. Lack of furniture--insufficient chairs, beds, tables
3. Lack of proper clothing and home furnishings
4. Food problems--malnutrition, insufficient food budget, poor food preparation, lack of cooking utensils
5. Perpetual crisis situations
6. Sickness in some form (high morbidity rate)
7. Truancy (children lack clothing or for many other reasons)
8. Lack of recreational activities
9. Apathy--lack of motivation
10. Education--limited in many situations
11. Unstable family situation

How can students be educated to help these people and problems? Traditional classroom instruction is the beginning. However, the subject matter should be directed to these problems by including the following elements in the course of study:

1. Community organization--such study reveals resources and community services that are available to city residents
2. City planning--deals with demography, transportation problems, housing, etc.
3. Landlord-tenant relations--housing codes, leases, repairs, tenants and landlord's rights
4. First Aid (Red Cross)-recognition of medical symptoms, medical terminology
5. Home beautification--economical furniture, low cost home furniture, color coordination
6. Techniques of Interviewing (Social Work Course)--assists in approach to families
7. Group dynamics--for participation in civic groups etc.
8. Study of insurance--sickness, accidents, burials, reading and understanding policies
9. Political science--legislation for understanding of government procedures and regulations

Field experience in this area seems to present problems for the instructor. This activity can be successful if the instructor is interested in this area and becomes active in community affairs. For meaningful student experience, instructors should make personal contact with persons involved in programs that can provide practical experience such as:

1. Home economists in welfare departments (only a few) or social workers (chief of social workers)
2. Churches with a social-work component
3. Social workers in schools and public clinics
4. Housing authorities (Model Cities Area)--some have home economists

5. Local real estate agencies
6. Health and welfare councils
7. Settlement houses or neighborhood centers (public and private)
8. Department stores--low cost equipment, clothes, home furnishings, contact buyers, etc.
9. Recreation departments--learning of crafts, use of low cost materials, etc.

Another practical method of planning student experience is through the formation of a coordinating committee: a nurse, social workers, church representative, home economists, nutritionists, and low-income residents. This committee can be of great value in providing practical experiences for students.

Other methods could involve the following kinds of activities:

1. Training of community leaders by senior students--in pyramid style, these leaders would train others, etc.
2. Securing a grant for a program such as the "nutrition-aide"
3. Students could be involved in household technician training (this is sponsored by the National Committee on Household Employment)
4. Informal group meetings with community residents through Tupperware parties, block parties with educational theme
5. Use of mobile unit--teaching housekeeping, consumer education, etc.
6. Use of the media with skits and demonstrations
7. Study of legislation involving home and community living. Reference is made to H.R. 3263--a bill prepared by D. C. Delegate Walter Fauntroy on minimum wage for household workers.

As home economists we are constantly saying that the home is the basis of a good society. Let us make it a national priority. Let's create programs that are relevant to the needs of all people so that the home will truly be a haven for the family and an arsenal of moral fiber for this nation.

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STATUS OF FIELD EXPERIENCE AS A HOME MANAGEMENT EXPERIENCE: PRELIMINARY RESULTS

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Some institutions are offering field experience as parts or major components of their home management courses. Since there is inadequate information about the types of experiences being offered, a full-scale data base is needed to determine the status of and opportunities for field experiences in home management education.

The objective of the study was to describe the extent of field experiences in undergraduate home management courses.. Institutions were asked about past, present, and future experience.

Questionnaires and accompanying course-structure forms were sent to all 383 institutions of the AHEA special mailing list of senior college administrators. Of 317 responses received (83%), 295 institutions offered home management courses and were able to participate in the study.

Various field experiences among home management courses were offered by 134 (45%) of the participating institutions. Field experiences were major components of the home management course structures in 34 institutions and were parts of various home management courses in the other 100 institutions offering field experiences as home management experiences.

Attitudes concerning field experiences as home management experiences differ among home management educators. Table 1 shows attitudes toward field experience by educators participating in the study.

A scale was used to obtain an indication of how strongly home management educators feel about field experiences as home management experiences. Strong positive feelings about field study for home economics majors and as teaching approaches by number and percentage of educators are present in Table 2.

Future plans concerning field study as a home management experience by institutions presently offering and by institutions not presently offering field experiences in home management courses are described in Table 3.

A detailed report of the results, including an annotated list of the home management courses offered by the 295 participating institutions will be available (at printing and mailing costs) at a later date from the Department of Family Economics, Kansas State University, Manhattan, Kansas 66506.

Table 1. Attitudes Toward Field Study as a Home Management Experience by Home Management Educators*

	Number of Educators	Percent
Enriches traditional experiences	116	55.3
Not sufficient for teaching all the practical competencies desired	86	29.2
Essential for professional development	78	26.4
Contemporary replacement for outmoded traditional experiences	66	22.4
Not appropriate for teaching management concepts and competencies desired	25	8.5

Table 1 (continued)

	Number of Educators	Percent
Anything is better than residence course	8	2.7
Other attitudes	50	16.9
No attitudes	11	3.7

*N = 295, some scored more than once .

Table 2. Home Management Educators Having Strong Positive Feelings* About Field Study as a Home Management Experience+

	Number of Educators	Percent
For		
All home economics majors	49	17
Home economics education majors	95	32
Family economics/ home management majors	146	49.5
Other majors	16	5
As		
Supplement to residence or controlled lab course	90	30.5
Substitute for residence or controlled lab course	48	16
Replacement for residence or controlled lab course	57	19
Other approaches	6	2

*Strength of feeling determined by tabulated responses of 9 or 10 on a scale where 0 = very strongly opposed, 5 = neutral, and 10 = very strongly advocated.

+N = 295

Table 3. Future Plans Concerning the Use of Field Experiences in Home Management

	Institutions Presently Offering Field Experiences		Institutions Not Presently Offering Field Experiences	
	Number	Percent	Number	Percent
Considering introduction	6	5	57	37
Retain as is	20	15	2	1
Retain and revise	48	36	9	6
Expand	40	31	7	2
Retain, revise and expand	12	9	1	-
Discontinue	0	-	0	-
Uncertain	1	-	2	1
No plans	3	2	81	52
Did not indicate plans	4	2	2	1
	134	100	161	100

TECHNIQUES OF TEACHING HOME MANAGEMENT: VIDEO-TAPED CASE STUDIES

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The use of case studies as a method in teaching home management is more than two decades old. It came into prominence in the 1950's as the method of choice at the Harvard business school and was subsequently adapted for use in home management because it offered a tool for developing analytic and decision-making skills in life-like situations. A summary of the history of the case study method is included in Gross, Crandall and Knoll (1).

The case study method is a variation of the traditional case study, that is, the narrative account of family decision making or a description of a situation requiring managerial action. I am referring here to video-taped recordings of a student working with a family on a management problem. These case studies are a direct, un-edited record of the communication, both verbal and non-verbal, between a student in a financial management class and a family experiencing some difficulty in the management of financial resources.

The video-tape format adds dimensions to both the content and the application of the case material.

Video-taped case materials, like written ones, provide references to many home management concepts such as values, goals, decision-making, planning, and resources as well as descriptions of the situational context of management: for example, the lack of agreement about goals among family members, the conflict among goals, and the lack of creativity in the perception of resources. Certainly a great variety of managment problems can be depicted on video-tapes.

One of the interesting aspects of the video-tape is that the case appears in its raw data form. The statement of the management problem, the reference to managerial concepts and processes are made by the participants in the case in the language families use. These verbalizations of concepts and problems are often in unorganized form, with extraneous material woven through them. Management processes are stated in concrete, behavioral terminology rather than in abstract or generalized statements. In fact the language of management literature may be totally unknown to families with whom we are working even though the behavior of management is not. The case material is therefore less tidy than written cases tend to be. The case is more dynamic however because it emerges from the dynamic interaction of the participants in the case.

The ability to identify important management concepts, to analyze a complex real-life situation to sort out relevant from non-relevant infraction, and to do these in terms of management process models are important learning outcomes that the use of video-taped case study materials can facilitate.

While video-taped case materials help students develop skills in conceptualization, generalization, and analysis, they serve an additional purpose in that they help students acquire interpersonal skills.

Most of us are working with students who are preparing for professional roles as educators working either with families or with young people. Rogers (2) has cited the critical importance of the quality of interpersonal relationships as a factor in both counseling and teaching encounters. To quote him briefly, "The facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner." He identified these qualities as realness, acceptance, and empathy. If success in teaching home management is dependent on a relationship characterized by these qualities, then our students must have opportunity to learn those interpersonal skills that aid in the establishment and maintenance of those kinds of relationships and development of those qualities. For obvious reasons, the video-taped case study is superior to written case study as a method for learning about relationships and interaction between professionals in the field of home management and the people they serve.

Video-taped case study materials can be used in a number of applications.

First of all, they can be used in much the way that written case materials are currently being used. Again I would refer you to Gross, Crandall and Knoll for suggestions on the use of case studies.

Video-taped cases, as I noted above, do have an added sense of reality when compared to written cases. In addition, the taped cases are experienced simultaneously by the members of the class. These two factors together produce a higher level of involvement and response from students than written case materials are likely to elicit.

Secondly, the video-tapes can be used to model behavior, specifically professional role behavior. Students can see how professionals in the area of home management help families to identify and communicate their problems, how information needed by the home management teacher can be obtained, how one may work with others to increase their managerial competence.

Lastly, video-tapes can be used to evaluate learning. In this instance, the tapes would be viewed by the students who appear on them. In my experience, students have been eager to view their taped cases to assess their skills as home management professionals, both in terms of their ability to analyze problem situations and learning needs of the families as well as their skills in interaction. When students have clear behavioral objectives in mind, their ability to evaluate their own learning and formulate additional learning objectives for themselves is impressive.

In conclusion, video-taped case studies are an important addition to the case study method of teaching home management. Visual case studies are a development that enhances the effectiveness of case material in achieving those learning objectves for which case studies have proved so useful.

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SIMULATION: A TEACHING TECHNIQUE IN HOME MANAGEMENT

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Have you ever played house with dolls? Played doctor and nurse? Played train by lining up the dining room chairs? If so, you have been involved with simulation. Simulation is not new in either engineering with the models of working engines and equations or in military science with its war games. Yet in education and business management, simulation became significant only in the late 1950's.

Perhaps as consumers we often view the idea of simulation as "not genuine" or "not real." We read the labels which state "genuine simulated pearls" or "genuine simulated leather." Some of you, like me, were teenagers in the Glenn Miller Band Era. We sang and danced to the song, A String of Pearls. And we nearly all sought and got a string of genuine simulated pearls.

Like the substitute pearls, we create in simulation an artificial situation which reproduces in essential details either a model of an actual situation or a model which depicts a hypothetical one (Garvey, 1967). The prepared initial situation provides direction for participants as they develop the unfolding process of change or activity in a specified system over time (Guetzkow, 1962).

The model designates the interrelated factors or variables which together comprise elements which are symbolic of the social, political, family, or economic systems. The model may be of some segment or process of a system. The models, as we have experienced them in simulation, are more often verbal than mathematical, which permits more use of the computer (Garvey, 1967).

Role-playing, sociodrama, in-basket situations and games are used in simulation. Role-playing is an essential to sociodrama and sociodrama is an essential in simulation (Garvey, 1967). However, the point clearly is made throughout the literature that role-playing and sociodrama, in themselves, do not constitute simulation. They are teaching methods utilizing simple situations concerned with one point in time.

Games are important in most simulation. They bring about the development and choice of strategies, decision-making among alternatives and some type of pay-off. The pay-off may be a reward or deprivation determined by chance or wise use of strategy. Games are introduced into the simulation to bring about competition, cooperation, and conflict among participants (Garvey, 1967).

Some writers on the topic of simulation do not separate simulation and games. They believe that simulation is used instead of the word "game" only to give a sophisticated term and to suggest that all frivolity is removed (Gordon, 1967). Other writers consider all games as simulation, but cetainly not all simulation as games. Nor do they suggest simulation needs to contain a game (Garvey, 1967). People participation and determination of a winner from some type of scoring distinguish games from simulation (Guetzkow, 1962).

One other point should be made about simulation. They may be all-person, person-computer or all-computer operations. Knowledge about and availability of computers limit their use.

Simulation is one method of teaching. Its success or failure depends, like other teaching methods, on: (1) the ability of the teacher; (2) the abilities and interests of the students; and (3) the availability of classroom facilities.

The proponents of simulation claim it offers relevance and interest with high participation by all members of a group (Tansey and Unwin, 1969). Particular success has been with students who have not been retained by other methods of instruction. These students especially like simulation games based on chance (Boocock and Schild 1968).

Behavior patterns and attitudes may be formed when certain behavior is rewarded. Reinforcement of the behavior is provided by success. Facts and skills are facilitated

by the simulation technique, also (Tansey and Unwin, 1969). Confidence and a feeling of efficacy may be given persons to act upon a situation because of a previous simulation experience (Carlson, 1969). Simulation does have the advantage of being able to create change and obtain feedback that otherwise would require years in a matter of hours or a few days.

Caution should be given that simulation should not be used to teach all things at all times. Simulation or its use is not without problems. The need to win may modify a participant's behavior and attitudes so that the wrong learning and/or training is transferred from the game situation to real life. Nor can we be assured that because there is involvement, learning will follow automatically (Tensey and Unwin, 1969).

Facts and skills are facilitated by simulation but no substantive amount of research has indicated simulation teaches facts and skills any better than another teaching method.

Deciding and testing actions without any of the consequences may be desirable in structure and strategy perception. However, students are seldom able, if at all, to gain more than sympathetic insights into the lives of those who are hungry, diseased, cold, weary, and hopeless. We may be "dehumanizing" students by allowing them to maneuver the lives of others without subjecting the student to constraints similar to those in the real world (Carlson, 1969).

A final heeding is that not everyone likes the "arranged" world of simulation. In particular, some dislike playing games.

These comments are made to assist in the consideration and evaluation of simulation and not to treat it as desirable or undesirable. As a technique, simulation offers considerable possibilities to actualize as well as integrate home management concepts.

Two ways to obtain simulations for use with home management are to use those already developed and to create your own. The former exist almost entirely as games and are referred to as "commercial" simulations. The other classification might be called "do-it-yourself" simulations.

Several commercial simulation games can be suggested to you. First on the list would be Dorothy Price's Family Decisions. This simulation choice/chance game presents four families at four different income levels. These families are faced with decisions about windfall income, health, employment, family relationships, and unforeseen events. Students become involved with roles, decision-making steps, alternatives, probability of outcomes and satisfaction scores as a part of the decisions which must be made. The game does not press for a final satisfaction score, but emphasizes discussion on the situations with their available alternatives.

Two simulation games have been developed at The Johns Hopkins University. The game, Life/Careers simulates certain features of labor, school, and marriage markets in current American society. Students gain familiarity with types of decisions to be made about jobs, further education or training, family life, and use of leisure. Probable consequences occur for decisions depending on the personal characteristics of the role-person making them (Boocock and Schild, 1968).

The second game, Consumer, simulates the market system where credit choices take place. Role-playing takes place for consumers, credit and loan managers, and a salesman. Students learn to compare interest rates, consider credit rating, and appreciate the consumer credit sector to the economy. Utiles of satisfaction are given when consumer goods are purchased. Yet there are forces which prohibit funds and credit sources at favorable rates from being available (Boocock and Schild, 1968).

The Journal of Home Economics (February, 1973) contains an article about the development of some simulation games. The games were developed at the University of Akron as a part of a consumer education program for low-income clients of a Model Cities Project (Farris, 1973).

Many types of home management courses are taught by persons attending this workshop. Some of you teach theory courses, field experiences, home management residence courses, and laboratories which are not residence courses. Simulation can be used in each of these types of courses.

There may be an inclination to consider the home management residence course as one of total simulation. However, the traditional residence course is not a simulation. For in that course the goals are real, resources are real, and so are the decisions. The control and evaluation of plans are real. Likewise, the roles played by students are theirs and not those of others.

The question posed is, "Can simulation replace or assist to advantage other techniques used in the residence course?" Like many other questions, the answer comes as a result of research. Not only does the question arise as to how to best teach what is to be learned, but the questions of costs in time, equipment, and facilities also must be answered. The same questions could be asked regarding any other teaching technique.

Situations to use for simulation need not be a problem. In home management, situations seem to abound. Just as a starter, let us consider goals, resources, demands, standards, events, decision-making procedures, planning, evaluating, controlling, organizing, coordinating for:

1. families progressing through various stages of the life cycle
2. homemakers adjusting to physical limitations
3. homemakers in gainful employment
4. entering freshman students in a college or university
5. special occasions in a family
6. families in different environments

A successful media for these simulations could be video-tape. The American Dietetics Assocation has developed a series of six to eight short film incidents, not over two to three minutes in length. They are called Trigger Films. Each field triggers discussion and solutions for evaluation of situations among dietetic interns and teachers and/or directors of internship programs. The series suggests the passing of time by presenting several evaluation situations from the time a group of dietetic interns first enters a program until its completion one year later. As the Trigger Films now exist, work would need to be done to provide feedback before having a simulation.

Community experiences offer a source for data to use in simulation. Simulation of situations encountered in community projects could be useful to the student not having the real exposure as well as to the student preparing for a community experience. Students participating in a community experience could record management activities in a diary or log. The details of the events would need to be recorded with a suggestion of sequence over time. Activities suitable for simulation are those involved with goals, resources, standards, values, management process, and decision-making procedures. In-basket situations, pictures, verbal descriptions, video-tapes, dialogs, and games could be developed from the data collected. They would then be introduced as part of the simulation of a situation common to a community experience.

A particular activity being carried out in a home management residence course or laboratory course may suggest a simulation activity. Decision-making, group relationships,household standards, or control of a planned activity may offer a situation for simulation.

Students, if given the opportunity, will develop worthwhile simulations. However, it is easy to get caught up in the production of the simulation instead of the concerns of management. In other words, we should be careful that simulation remains the means to the end rather than the end.

In conclusion, I am going to use a piece of yarn as a visual-aid. The yarn has two characteristics which will help in summary. (1) The yarn is varigated to suggest that variety exists in simulation, and (2) the yarn can be stretched out to suggest a continuum.

Placed on a continuum, simulations are all-verbal (descriptive) models on to mathematical models. Simulations are all-person, person-computer, or all-computer operations. Also, simulation as a continuum is suggested when some method is used to show the passage of time. Simulations can be carried out using a variety of media including role-playing, sociodrama, film clips, in-basket situations along with the actual forms and paperwork that come from real situations.

Remember, simulation is one of a variety of methods of instruction. The small amount of research that has been done to test the effect of simulation with other methods of teaching shows simulation as a leader in motivating and involving students.

My final comment is SIMULATE TO STIMULATE!

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The fieldwork course at North Dakota State University was first offered in the fall of 1966 as one of several alternatives designed to give mature students, majoring in Home Economics Education, practical experience in working with a low income family so as to become aware of some of the management problems of these families. One student was enrolled the first quarter. In subsequent quarters, including summers, three to ten students were enrolled each quarter, and the purpose of the course was expanded to include experience in working with teen-age girls and families of different socio-eonomic and cultural backgrounds. For the past two years students have worked with foreign families, disadvantaged families, young married couples, one parent families, and middle class families in the expanding stage of the family cycle. The purpose of the course is to help the student implement the management process with an actual family in order to learn the meaning of the process by doing something with their knowledge. The specific goals for the student are first, to gain experience in establishing rapport with another person with different beliefs, values, and goals, but without imposing her own values or judgment upon another; second, to develop the student's perception of the interaction process in families, and how goals, values, standards, and resources affect decisions made; third, to gain a better understanding of the many factors that relate to management behavior and the consequences resulting from choices made.

At North Dakota State University in home management, field experience is defined as one student working with a family in the community. The student seeks to help the family see how the members can help themselves through the management process at the level of their ability. The student helps the homemaker define realistic goals in keeping with available human and material resources. She also helps the homemaker see the importance of appraising these resources and weighing them in terms of competing needs. If necessary, she may also point out resources in the community that the homemaker is not aware of, and if possible, help the homemaker develop new resources to try to achieve goals. The individual is helped analyze the decision-making process--gathering information, exploring alternatives, weighing alternatives in light of consequences and opportunity costs, choosing an alternative and understanding the importance of taking responsibility for consequences of decisions and seeing them through. The student also helps the individual to understand better the management process--planning, controlling, and evaluating decisions made in light of goals achieved.

Families with whom the students work come to us in a variety of ways. Some are referred by local agencies, such as the public health service, action programs, public welfare, and some, through personal friends. Last quarter we had a family call our department and ask for help in management.

Because students in the course must be mature and have basic understandings in a variety of specific areas of Home Economics, they must be seniors and have had courses in food and nutrition, textiles and clothing, home management and family economics, housing, family relations, and design, as well as courses in sociology and psychology. They must be interested in working with people, because the success of the course depends upon our being able to get families. Our girls have done such a good job in the past that now we have a "waiting list."

The course lasts ten weeks. Each week all the students in the course meet for one hour seminar and individually one hour with the instructor. They also work at least two hours weekly with a family. Each student must keep a diary of all visits expressing feelings as well as facts. In addition each student must do further readings in the particular area they will be working in so as to gain concepts that will help them to work with their particular family.

Evidences of Objectives that Were Accomplished

Objective one: to gain experience in establishing rapport with another person with different beliefs, values and goals, without imposing their own values or judgment upon them.

One student who was working with three young girls (fifth, sixth and seventh graders) whose mother was dead, expressed herself this way: "When I first got to the house I was struck by how dirty and messy everything in the house was. So I decided that we should work on cleaning up the house and working that into time management so the girls could realize that they did have time to get cleaning done during the day and still have time to enjoy themselves. But I made a mistake here. This was my goal for the family, not theirs, and I learned after a while that they did not consider cleaning the house as a necessity. It was their father's value and they cleaned only to please him. As a result my plans for the girls to keep the house clean and shiny fell through, but it is just as well because I felt that I was pestering them to clean and work the cleaning into their time schedule. When you start making people do something because you want them to do it not because they want to do it, disaster lies ahead. This is no way to establish a relationship. This is what I learned most from my family, not to impose my values on others."

"I took this situation regarding cleaning the house and imposing of values to my apartment. One of my roommates is a cleaning fanatic and is constantly cleaning all times of the day and night. She makes the rest of us extremely uncomfortable. It is difficult to say anything without making the girl become defensive. So I very cautiously began telling of my reactions to my family regarding cleaning the house and how I was imposing my values on them and forcing them to do something about a problem I thought they had and which they did not regard as monstrous. My roommate did not say anothing for a while and then said that perhaps she was doing the same thing in our apartment. This experience of working with this family gave me great insights into the problems of people, how to relate to people on their level, and the understanding of myself, my values, and my purpose in life."

Objective two: to develop student's perception of the interaction process in families, and to see how goals, values, standards and resources affect decisions made.

One student had this to say: "Mainly, I learned that all handicapped persons have goals, values, and feelings just like the rest of us. I also learned that what they hate most is to be treated differently and what they like most is to be independent. By independent I mean that they want to do as much as they possibly can for themselves. And from being a guest in a handicapped person's home, I learned that I should not help with something unless I was asked to."

"Another important thing that I learned is that public facilities such as shopping centers are not made for the minorities or the exceptions. When I took Mrs. C. shopping, I had a horrible time getting the wheelchair around the corners, through the aisles without bumping something. Even going through a door is difficult for a handicapped person."

Objective three: to gain a better understanding of the many factors that relate to management behavior and the consequences resulting from choices made.

Our student who worked with a bedridden homemaker tells this story: "During my last visit with Mrs. S. she kept telling me that she really felt I had helped her. She said, 'I have started to eat more, and I get up and walk around, and I feel much better.' And then she added, 'You know you really helped me get on the right track again. I have been in a rut and you have helped me get out of it. I guess it all started when I started some bad habits. I used to be a very neat housekeeper. Then when I got sick, I started to let things slide. One day I did not vacuum the living room and nobody said anything. Then another day I did not get the beds made and nobody said anything. Then I did not do the breakfast dishes one day, and still nobody said, 'Mom, why didn't you do the dishes, so I decided that nobody was going to die it I did not do those things. But, you know, that is a bad habit to get into.' "I think that she found out she could get by without doing things, and that it did not really seem to matter a lot to her family if she did them or not."

"I think one of the most important things that I learned in working with Mrs. S is that how a person feels about himself and his worth to himself and others is very important in determining decisions made. Mrs. S. had a very low self concept and therefore found no real reason for wanting to take care of herself and to eat the right foods. I really felt that even with her numerous problems, Mrs. S. was a very wonderful individual, very warm and friendly, very generous and thoughtful. She needed to have me let her know that I recognized these qualities in her and that I thought that she was very important to her family and me!"

The overall objective, "to help students implement the management process with an actual family in order to learn the meaning of the process by doing something with their knowledge" can be illustrated from the following two quotes from students:

> This field experience has made me aware of many things. Perhaps the most important is that the management process works! Also, now it's "under my skin," I automatically use it all the time.
>
> Another student who worked with a young divorcee with three small children and only eleven years of schooling states: "My life, by visiting and getting to know Mrs. P., has also been affected. I learned first and foremost how important it is to work with a person through their own values without imposing my values. Also I learned how many obstacles and limitations a low income person is confronted with. It is such a helpless feeling for them. Using the management process can really help you to work through problems and actually make things happen. Before learning this process and being aware of it and how it works, I found myself procrastinating my decisions and not really solving my problems. I wasn't looking at my values and what my goals in life actually were. When I am aware of my values and goals it is easier to make a decision. Now I am much more inclined to think the problem through with my goals and values in mind. Then I consider the alternatives. I now feel more satisfied with the decisions I make and am happier in living with the consequences."

The students have learned how to be more aware of other people's values and goals, and how to be more sensitive to cues when working with others, and, consequently, are better able to see relationships between values and goals to choices made, and results of decisions. The framework allows for identifying particular managerial styles of patterns, and provides a way of understanding and organizing behavior so that home and family practices can be improved; i.e., goals desired by the group can be attained at increasingly higher levels (4). The real excitement comes when they see how the process works in their own life. This course makes knowledge come alive.

Evaluation and Comments from Persons Representing the Agencies

At the end of the quarter all the students in the class get together for lunch with the nurses and others who are responsible for the families assigned to them. They exchange notes and thus both sides get feedback that is helpful. For example, one student found out that the nurse had talked her family into letting the student visit by promising that she would "get them off the hook" if it did not work out all right. Our student changed this family's idea about college students.

Evaluation and comments from agency representatives, families, students and the instructor have for the most part been favorable.

A supervising nurse wrote the following:

> In cooperation with the North Dakota State University Home Management course, the Fargo Health Department, Nursing Division selects appropriate carried families whose needs fall in the area of Home Management. The Public Health Nurse must evaluate the home situation as to receptiveness of the home for a student and a willingness on the part of the individual(s) in the home to learn from a student. The Public Health Nurse must also determine that the needs of the family are not so great that the student will not be able to see some change in the situation. In a learning situation it is most important for a student to see change.

> Our agency has found that this individualized teaching in the home, taught by a student in Home Management, has been very profitable. For each of three quarters, a student went to a home and instructed a retarded middle aged woman in personal hygiene. After this period of time the Public Health Nurse finds much positive change in this woman. In a few instances, the patient returned to his former life style after the positive reinforcement of the student was absent.

My satisfaction in teaching this course comes when I see the excitement in my students' eyes and hear the understanding in their voices when they describe the feeling as the full impact of the management process hits them. The students begin to see how they can relate this knowledge to their own lives and also to the relationships within their own families. The students do not always see tangible evidence of progress towards goals, but they do learn that in real life we cannot manipulate people, but must work with them and their concerns. One student said: "If I were doing it again I would be better prepared because of my experience. I would know what to expect, how to pick up clues and how to use them better to get at the person's real problems."

I thoroughly enjoy teaching this course. I find that the management process is a tool to help people help themselves rather than to depend upon others to make decisions for them. I can see all counselors benefitting from an exposure to the management frame of reference, and also management people being exposed to counseling situations.

One of the problems in teaching this course is the amount of contact hours per student load in contrast to the amount of actual contact hours to teach a course in management theory, for example. Therefore, the instructor must be dedicated to the objectives and have an interest in students, but the rewards are great.

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COMPUTER-ASSISTED PROBLEM SOLVING: BUDGETING FOR RETIREMENT

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The Consumer and Food Economics Institute is a research organization in the U.S. Department of Agriculture. One of the principal objectives in the Institute's Family Economics Group is to assemble research materials on the economic aspects of family living and to interpret and present these in a form suitable for use by educators and families.

As research material becomes available or as we become aware of the need for certain kinds of economic helps, we prepare a suitable publication. This may be a technical report or a popular or semipopular type of publication. For example, a recent publication of the popular type was a bulletin on budgeting for the retired couple. When we learned that there was to be a Second White House Conference on Aging in 1971, we worked hard to get this bulletin out in time for distribution at the conference. We felt that it would be helpful to have a bulletin on budgeting done specifically for this important and growing segment of the population.

We had previously done two bulletins of the popular type on budgeting--"A Guide to Budgeting for the Young Couple" and "A Guide to Budgeting for the Family." Then, of course there was "Helping Families Manage Their Finances," the teacher-leader piece on money management. Several hundred thousand copies of our bulletins have been distributed so far to teachers, extension workers, and individual families.

The money management aids mentioned are of the more traditional types--the type you may have learned to expect from CFE. But, we are branching out and trying something different. We have been experimenting with the development of computer-assisted problem-solving materials. We would expect that the computer materials we develop will supplement the usual research-based publications such as those already mentioned.

Description of Program

Following is a description of the first of CFE's computer-assisted problem solvers. The description summarizes, in outline form, the concern of the user to which the program is addressed, the theories on which the program is based, the use and limitations of the program, and sources of data used in the program.

BUDGETING FOR RETIREMENT
A Computer Program

Prepared and programmed by
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A. Concern

What level of spending can we afford during retirement?

Not: How much income will we need during retirement?

B. Theory

1. Problem-solving model

Adapted from model by Charles Jung and Ronald Lippitt, reprinted in Planning

for Innovation Through Dissemination and Utilization of Knowledge by Ronald G. Havelock, Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, 1971.

2. Decision rule. Satisficing, i.e., adoption of alternative that meets predetermined criteria for a satisfactory choice. Usually the decision-maker considers several alternatives in sequence and adopts the first satisfactory alternative he discovers. Herman A. Simon, Models of Man. New York: Wiley, 1957. Discussed and interpreted in "Some Aspects of Decision as a System," by F. M. Magrabi, Journal of Home Economics, 55, December, 1963.

   Used in identifying "best" alternative--interpreted as a spending plan that is consistent with the family's goals and planned adjustments and that can be supported by the family's assets and expected income under various contingencies--i.e., different rates of inflation, loss of family member, early retirement, or financial catastrophe.

C. Use

The user thinks through his problem and makes the final decision. The computer aids the user by:

1. Supplying pertinent information from its files, either in response to user request for information or for use as parameters in computations.

2. Leading user through an orderly process of compiling and organizing information into alternatives for user to select from.

3. Performing necessary computations for feasibility testing of alternatives.

4. Providing summaries for guidance of user.

The computer is used from a remote terminal. Before dialing the computer, the user would fill in a worksheet with the various kinds of information and instructions needed by the computer. This information would then be entered during operation of the program, as the computer requested it. There would be a print-out of the results for the user.

Since many users would need help in understanding concepts and processes, the program would probably be used most effectively in conjunction with a series of lectures, related classroom activities, or with independent counseling.

D. Limitations

1. This is not an investment management program.

   a. Constant rate of return is assumed for each investment category.
   b. Method for adding to or subtracting from assets during forward projection is done in a relatively straightforward and unsophisticated way.

2. Present income is no greater than $15,000. Reasons:

   a. Higher incomes are usually in large part from investment.
   b. Cost of living index, used to inflate expenditures, is based on spending pattern of moderate-income families, and is less valid for expenditure patterns for high-income families.

3. Forward projection is limited to maximum of 15 years. Reasons:

   a. Lack of research data on family adjustments during retirement--e.g., changes in income; changes in employment-related expenses, health expenses, and expenses for leisure time activities; changes in family size.

b. Uncertainties about future--e.g., inflation rates, Social Security regulations and benefits, availability of subsidized housing for the elderly, health care and other services.

4. Head of family must be 55 years old or older. Reasons:

a. Limitation on forward projection
b. Data on other types of family expenses and adjustments would be needed because of greater likelihood of such contingencies--e.g., cost of sending children to college, wife's reentry into labor force.

E. Data

1. On priority of needs and objectives

(Entered only on worksheet, for each expenditure category.)
Used by client in determining planned expense for category.

2. Information about user situation

a. Family characteristics:

(1) Number in family and age of head
Used (with client family income) in determining U. S. average expenditures.
(2) Age of each family member
Used in determining times that adjustments should be made during forward projection. Also used to calculate income tax exemptions.
(3) Sex of each family member
Not currently used.
(4) Name of each family member
Used in instructing computer concerning changes or adjustments.

b. Income:

(1) Sources of income
Used in instructing computer concerning changes; also in relating amounts to person receiving, whether tied to cost of living and whether subject to income taxes.
(2) Amounts
Used in computing total income for a given year, inflated by selected inflation rate if applicable; also used in computing income taxes.
(3) Age income starts and stops
Used in computing total income for a given year. For income other than Social Security, if ages are not provided by client, income is assumed to begin on or prior to current age and continue until the person receiving that income is removed from the household. For Social Security income, the earliest age it may be received is 62. If no age is given, it is assumed to begin at the age specified for wages and salary income to cease, if this age is given in forward projection; otherwise at age 65. If Social Security benefits are recieved concurrently with wages and salary income and prior to age 72, benefits will be reduced for earnings over $2,100. If Social Sercurity benefits begin before or after age 65, the amount will be adjusted upward or downward in accordance with regulations.
(4) Income subject to tax?
Used in computed income taxes. Social Security benefits are not taxed, wages and salaries are. Client must indicate if income from other sources is taxable.
(5) Increases with cost of living?
Used in computing total income for a given year.
(6) Type of assets
Used in determining whether income from asset is taxable. Also used in determining the order in which assets are reduced or added to during forward projection. This liquidity order is interest, dividends, rent,

and nontaxable income, with amounts at a lower rate of return used up first.

(7) Amount and rate of return
Rate is assumed to remain unchanged. It is applied to the current amount (which may change during forward projection) and added to other income for that year. If no assets are entered by client, then savings accumulated during forward projection are assumed to earn interest at the rate of 4.5 percent.

c. Expenditures:

(1) Current expense
Used by client as a basis for determining planned expense. Not entered into computer.

(2) Planned expense
Used with inflation rate for respective category in computing expenditures for a given year.

3. Research data

a. Average expenditures of U.S. families
Source--1960-61 Survey of Consumer Expenditures. Average percentage for household type is applied to client's income. May be used by client in determining planned expense.

b. Inflation rates
Source--Consumer Price Index for the years 1961 to 1971, Bureau of Labor Statistics. Used by computer in forward projection to compute cost of living increases for client's income and expenditures. Average annual increase during this period (for expenditure category) will be used unless client enters a different rate.

c. Equivalence scale for expenditures
Source--Revised Equivalence Scale: For Estimating Income and Budget Costs by Family Type. Bureau of Labor Statistics BLS Bulletin 1570-2.
Used in forward projection to adjust total expenditures when a household member is removed.

d. Minimum level of expenditures
Source--Consumer Income, Series P-60, No. 86. Characteristics of the Low-Income Population, 1971. Used as a minimum when clients request averages for families of their size and type.

4. Other data used by computer

a. Income tax tables and regulations for Federal and State income taxes
The standard deduction is used. Extra exemptions are included for family members over 65 but none for blindness. Head of household rates are used for all households.

b. Social Security Regulations--These are used in adjusting benefits upward or downward for benefits starting earlier or later than age 65, for reducing benefit payments for earnings over $2,100, for computing death benefit and benefit payments to survivor, and for computing Social Security tax on wages and salary.

c. Percentage of pension amount paid to survivor
This is assumed to be 55 percent, the rate that applies to pensions received by retired employees of the federal government.

Conclusion

Computer-assisted instructional materials are available for use. The question now is: Are such materials more effective than traditional approaches for teaching principles and concepts? This question can only be answered by educators. We would like to see computer-assisted problem-solving materials experimented with in classroom and informal teaching. Further progress in the development of computer materials will depend on the evaluations and recommendations of educators.

EDUCATION THROUGH STUDENT INTERACTION: AN ALTERNATIVE IN ACTUALIZING CONCEPTS IN HOME MANAGEMENT

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Actualizing concepts is making them "real or actual" (1). An exciting possibility for making management concepts real exists with a discussion technique called Education Through Student Interaction (ETSI). Developed by the staff of the Colorado State University Counseling Center, ETSI structures student discussions in a meaningful and rewarding way. The nature of management subject matter lends itself to this discussion technique because utilizing management concepts is a challanging and sometimes frustrating experience. ETSI presents one realistic, workable way to actualize management concepts with a small departmental and student investment of time and money.

Development of ETSI

Dr. James C. Hurst and Ms. Karen G. Kitchner developed the ETSI technique to improve the effectiveness of discussion groups as part of the learning process. They were concerned about a lack of responsible participation by group members and a failure of many group discussions to achieve depth in content analysis, to evaluate strengths as well as weaknesses in content and writing, and to integrate and apply assigned materials.

The technique is structured around these concerns. It includes external motivation for responsible participation via a "ticket-of-admission" required of each student before active involvement in each discussion session. This "ticket-of-admission" is a study guide or outline of ideas prepared by each student in advance and submitted to another student who checks that it is complete before discussion begins. Students retained the guide as a tool to aid them in the subsequent discussion (Figure 1).

ETSI facilitated student evaluation of each group session on the basis of learning and feeling about the group (Figure 2). These evaluations aided the group in improving learning and developing group effectiveness.

A training film on the ETSI technique and a manual describing the operation of the technique were prepared for faculty use (2). The film demonstrated the technique with psychology students who had used ETSI two or three times. Both the film and the manual were valuable resources in training our students.

At Colorado State University the ETSI technique has been used in varied subject-matter areas such as philosophy, history, biological sciences, agronomy, social welfare, psychology and management.

Research

After reviewing available literature, Hurst and Kitchner concluded that little research has been done on discussion procedures in academic classrooms, and they observed that students reported ineffectiveness of academic classroom groups. In a class of 110 psychology students, ETSI was investigated in terms of member participation, attitudes, content attainment, and training given students. Observations using the Bales interaction process analysis, discussion group evaluation forms, pre and post test scores, and students' achievement on course exams allowed the researchers to compare the effects of various group discussions.

Five conditions were established for the investigation of the impact of training and the use of a structured discussion. Two groups were set up for each of the following conditions:

1. Resource person present, group trained in ETSI
2. Resource person present, with ETSI manual, without training
3. Without resource person, group trained in ETSI
4. Without resource person, with ETSI manual, without training
5. Without resource person, without ETSI manual, without training

Hurst and Kitchner's findings seem to indicate that faculty use of unstructured discussions without resource people or training could hinder the learning process. Those using ETSI perceived the group more favorably than those not using it. Groups having a resource person or training in the technique were more positive in attitude than those using the technique with no resource person. Significant differences in exam scores were found between those using the technique and those not using ETSI (.05 level). Overall, the most positive reaction was to the combination of a resource person and training. This condition was associated with higher test performance, more communication in the group and positive attitude toward discussion. The method, alone, was associated with greater group interaction but did not always produce a more favaorable attitude (3).

End of quarter evaluations developed by the University Counseling Center and completed by students in the two management classes this spring indicated that most of the time they discussed sub-themes and concepts effectively, and evaluated the author's presentation of material. Students felt that groups were able to relate the discussion material to other learning. Most of the time group members discussed their feelings about the material, the effectiveness of discussion and individual contributions. Students felt that they prepared for discussion by reading the material and thinking of some questions about their reading for each meeting.

Adoption of ETSI

The technique was used in two home management lecture courses, with some adaptation, one at the freshman level and one at the junior-senior level. The freshman course, Management--Personal and Family, is a survey of management components, theory, and principles. One-half of the course deals with application to specific resources--time, work capacity, and money. The junior-senior course, Family Decision-Making, is an in-depth exploration of management theory and principles. The enrollment of these courses has been doubling in the last three to five years, allowing less and less interaction between instructors and students, and among students during class time.

ETSI was viewed as an opportunity for our students to experience group interaction and a sense of personal involvement in a large class. In addition, the opportunity for integration with other coursework and leisure reading seemed important to a management course. Grounding in root disciplines could be built upon. Opportunities existed for applications beyond examples provided in lecture.

Using ETSI in Management Courses

Our experience, after three quarters of use with over 300 students has been exciting. Those participating in ETSI varied in age from 17-50, had varied life styles and marital statuses, and came from such majors as occupational therapy, other home economics majors, social welfare, business, general studies, and continuing education (evening class).

One of the advantages of this technique was the opportunity to place students in managerial situations. In order to carry out ETSI, group members planned and implemented these plans as individuals and as a group. In addition, each group had the opportunity to understand and practice conscious evaluation at each session. At first, giving reasons for rating in evaluation was uncomfortable for some group members. Later, students expressed pride in their group's effectiveness.

Group members tended to participate due, in part, to the separation of duties outlined in the technique. Three guidance roles were rotated during each session. This shared leadership encouraged a broadened sense of responsibility throughout the group and discouraged reliance on one person to lead the discussion.

The ETSI technique presented students with a structured approach to managing discussions which, at first, appeared rigid, formal, and uncomfortable. As students became familiar with the steps of discussion, they were more comfortable. As they developed their competency they began to recognize choices which allowed them to adapt the technique, making it more flexible and more suitable to the particular group. Specific learnings that we observed are divided into cognitive and affective growth.

Cognitive Student Growth

Each student was exposed to a variety of authors' and students' points of view. Students reflected a greater ability to identify and differentiate application, integration, and analytical behavior in classroom discussions and on tests than those in the previous lecture class without ETSI discussion. It was clear that students were building on ideas of authors and other students and learning to clarify ideas. Because of ETSI group members seemed to be able to identify alternatives and expand knowledge of assigned material and lecture. A resource person reported: "Many of the members did not completely understand the material presented in the article. Consequently, the group was forced to get this out into the open and unite what resources they had in order to understand this material."

Affective Student Growth

Students demonstrated that they could share, support and encourage others. ETSI facilitated students' feelings of responsibility in their roles as group members. For most, but not all students, this sense of responsibility was observed. Students felt that they were responsible for each other's knowledge and treated others' opinions with respect. After three to four sessions, students exhibited confidence in themselves as group participants. Comments from resource persons support students' observations: ". . . the climate of relations became that of complete trust and warmth for one another . . . . After the fourth discussion, . . . made the comment that she was so glad that she was not the only one who didn't understand the material and that she didn't have to be afraid of anyone in the group laughing at her if she made a wrong comment."

Role of Resource Person

Undergraduates who had completed one of the management courses were selected for resource persons. Some served for more than one quarter as a resource person, often at the alternate course level from their previous quarter's experience. Each resource person received two to three quarter hour special studies credits for the following responsibilities:

1. Teaching the ETSI method to eight to thirteen students
2. Preparing for each of the five to six sessions as a group member
3. Meeting weekly with the instructor to evaluate group progress and technique and for brainstorming on solutions to problems
4. Providing feedback to instructors on:
   -reactions to reading
   -confusion about subject matter
   -individual student problems

The resource person's enthusiasm and attitudes were reflected in group attitudes and performances. Initially resource persons believed that they had to remain somewhat withdrawn from their group in order to encourage the assumption of responsibility by members. Later they gradually became a "responsible member" while carefully avoiding becoming the "leader." Their position could have been one of power, thus the role of resource persons had to be carefully balanced with their goal of involving others in shared leadership.

Resource persons felt that their roles in the groups entailed helping the group differentiate steps of the technique, clarifying concepts, and providing encouragement and objective feedback for the group. In facilitating group interaction, these resource persons said they grew in their understanding of interpersonal relations, group interaction skills, and knowledge of subject matter, as well as in their appreciation of and interest in teaching and learning processes.

Utilizing ETSI in a Classroom

Additional advantages of ETSI included: more immediate feedback for instructors concerning student problems and understanding of material, and the elimination of "talking" for the sake of "talking" in discussions.

Some groups failed to realize and utilize the flexibility possible with this technique and needed guidance from instructors or resource persons in doing so. The "ticket-of-admission" idea proved quite successful. One resource person reported that another class she was taking utilized ETSI but did not require the preparation of a study guide. She felt the group was much less effective than her management group because students failed to attend or often were unprepared for a discussion. To some extent the ETSI group was itself motivating to students. Many students reported positive feelings about their ETSI discussion group and frustration with discussion groups where it was not utilized. We had little trouble finding students to act as resource persons, and believed their contributions to the class were worthwhile.

The instructors compacted subject matter into 20 lectures from the previous 27. Consequently, some material was eliminated from lecture or was covered in less depth. In some cases, readings for discussions covered material excluded from lecture. Knowledge of discussion materials was tested, and student preparation and presence at discussion was part of the course grade. However, grades were not assigned to each study guide. If the guide was complete and turned in at the beginning of the discussion session, full credit was given.

For instructors time costs included: a search for and thorough investigation of each reading, location of rooms for small group meetings, and one meeting weekly with the resource persons--each represented an additional special studies student.

Recommendations for Using ETSI with Management Courses

With large classes ETSI is an alternative for increasing participation and a sense of involvement. Individual discussion group sizes from eight to thirteen seem most effective. Some students report using ETSI with groups of 20 and never participating in the discussion. Mixtures within groups according to life style, sex, marital status, and major stimulate student thinking especially during the integration and application steps. A questionnaire at the beginning of the course can be used to gather this information. Five to seven discussion meetings per quarter seems most appropriate for a three-credit, quarter course. Fewer meetings do not allow students to build a climate of trust, and more meetings may be unmanageable on the quarter system.

Instructors meet with groups if they as individuals and/or as a group request it and in order to evaluate progress. Working with resource persons involves careful attention to selection of students based on: positive attitude toward discussion and management, content understanding, and communication skills.

Discussion settings can be varied, but care must be taken that no person sits in a position of authority, i.e., the head of the table. Circular seating seems conducive to open discussion with full participation. Several groups have tried meeting outdoors. These groups report more distractions than in enclosed settings.

Materials were selected to provide a variety of possible management implications which students could integrate with other coursework and apply to their personal lives. Students enjoy controversial articles; however, providing this kind of material is not always possible when the goals are to provide an opportunity to work with abstract concepts, observe alternate viewpoints and be exposed to research publications. ETSI may be advantageous in family economics, family finance, and consumer education classes.

Sources of information and materials for discussions included:

-Case Studies
-Books: Mager, Robert, Goal Analysis, Belmont, California: Fearon Publishers, 1972
-Journal Articles: Marriage and the Family
Journal of Home Economics
Journal of Conflict Resolution
-Government Publications: Popular and technical
-Popular Reading: Magazines and newspaper articles
-TV Programs: Specials on environment or life styles
"All in the Family"
-Films

Education Through Student Interaction provides an alternative means by which concepts and ideas may be made realistic and vivid for students. It is a discussion technique which can give students a sense of involvement in subject matter and pride in their responsible contribution to a discussion group.

FIGURE 1

Name _____

Assignment _____

Date _____

"ETSI" STUDY GUIDE

Overview

Step 1: Definitions - List and define those words about which you are unclear that are central to understanding the day's assignment. Include words that the author uses in an unusual manner or that are ambiguous.

Step 2: Main Theme - Write in your own words a statement summarizing the author's main point or points.

Discussion

Step 1: Content Analysis - Note questions you have about the assignment, i.e., What is the author trying to say? What arguments does he give? What are his sub-points?

Step 2: Critique of Material - Write several statements judging the assignment on both an intellectual and feeling level, i.e., what are the assumptions? Is the evidence correct? Do the conclusions follow from the evidence? How do you feel about what has been said?

Step 3: Integration - Describe how the assignment relates to (clarifies-contradicts) other material or ideas you have heard or read about in this class or elsewhere.

Step 4: Application - How does this assignment apply to your life, feelings, or the world around you? (This step probably requires the most independent thinking on your part).

FIGURE 2

"ETSI" GROUP EVALUATION

(To be completed five minutes before the end of the discussion, then discussed.) You are to circle on the five-point scale between each paragraph how you felt about the discussion. In the discussion try to say specifically why you felt the way you did.

I. CONTENT

A.	Task Orientation Was low. We were just having a bull session, never really discussed the assignment, its applicability or its faults.	1 2 3 4 5	Task Orientation Was high. We were working hard at trying to understand the assignment. The meeting was of value and we covered all steps well.
B.	Understanding Material Was low. We never really understood or clarified the author's ideas. Group members remained confused and unhelpful during the discussion	1 2 3 4 5	Understanding Material Was high. We clearly grasped the assigned material and discussed it thoroughly
C.	Communication of Ideas Was poor. We did not listen. We did not understand each other. Ideas were ignored.	1 2 3 4 5	Communication of Ideas Was good. We listened, understood, and built upon each other's ideas.

II. PROCESS

A.	Responsible Participation Was lacking. We served our own needs, i.e., were silent or "grinding our own axes."	1 2 3 4 5	Responsible Participation Was present. We were responsive to the needs of our group and everyone participated.
B.	Climate of Relationships Was one of hostility, suspicion, guarded politeness, fear, anxiety, or superficiality. Members were not free to express themselves.	1 2 3 4 5	Climate of Relationships Was one of mutual trust in which evidence of respect for one another was apparent. The atmosphere was friendly and relaxed. The individuality of members was respected and enhanced.
C.	Communication of Feelings Was poor. We did not listen to or understand feelings. Feelings were neither asked for nor shared.	1 2 3 4 5	Communication of Feelings Was good. We listened to, understood, and recognized feelings. Feelings were shared and accepted.

_____

Discussion Guide Signature

REFERENCES

1. Webster's New World Dictionary, College Edition. New York: New World Publishing Company, 1968.

2. Others may order the manual, Education Through Student Interaction, from the Colorado State University Bookstore, Fort Collins, CO 80521, $.35.

3. James C. Hurst, director of the Colorado State University Counseling Center, and Karen G. Kitchner have prepared a manuscript, "Faculty Consultation: An Emerging Role for Counseling Psychologists." William Arbes and Karen G. Kitchner have submitted "Faculty Consultation: A Study in Support of Education Through Student Interaction" to the Journal of Counseling Psychology.

SPECTRUM OF LIFE STYLES: TODAY AND TOMORROW

Lester A. Kirkendall
Professor of Family Life Emeritus
Oregon State University

I will answer certain questions which Dr. Vickers posed when I was invited to this conference. There were five as follows:

1. What is the spectrum of life styles as you observe them today?
2. What trends in living patterns do you see emerging which will have long-range implications?
3. What shifts or differences in value and goal orientation are resulting from diverse life styles?
4. Would you describe the [illegible] common viable life styles as you see them?
5. What are the implications for home economists as they work with persons of varying life styles?

In a certain sense this is an exercise in futurology. Everyone seems interested in what's ahead and with the year 2000 only 27 years away it is common for speakers to project. This is a bit dangerous, for most projections are made by extrapolation. Certain circumstances which exist now are extended as possible indications of the future. I have decided against this, for so often unforeseen developments change the picture totally. Then both the predictor and his listeners wonder why he missed the mark.

Furthermore, I think it would be unprofitable for me to spend my time defining external, or obvious structures such as group marriages, communes, intentional families, cluster families, or variations on the nuclear family. I'm sure all of you are, to some extent familiar with these life styles and there is no need to dwell on structure itself.

I did try to arrive at some generalizations about alternate life styles which I could advance with assurance, but eventually I gave up except for one. This I think I can offer with no danger to my reputation as a prognosticator. It goes this way, "Anything that can be experimented with will be experimented with, particularly in California." I believe I can stand on that one. Some tell me that I would still be safe if the geographical limitation was eliminated and I would agree.

What I intend to do, however, is to look at certain forces which I believe are contributing to variations and pluralism in life styles. Once we are aware of these forces and their impact we can better understand these life styles and the reasons they have developed. I also hope to indicate something of my thinking for those involved in family management.

First let us examine, one by one, the various forces which I have just mentioned. Actually, what we're dealing with is a complicated array of forces--many more than I will have time to discuss. You will be able to add others yourselves. Certain of them are obvious, others are quite subtle; some are bringing about changes very rapidly, others much more slowly. Some move in one direction, some in another. Some will definitely be in opposition to others, they will cancel each other out. Some forces will combine, then dissociate themselves and perhaps combine with still others. Some of these forces many of us would approve; others we would disapprove. There would be no unanimity of opinion. Nevertheless the forces are there, exerting their influence, and they need to be considered and understood. What are they?

The first is secularization. By this I mean the decline in the power of traditional authority as it has been enforced through religion, the teaching of philosophers, or those who are older and presumably wiser than we. The willingness of all of us, and of youth in particular, to accept superimposed authority, has declined sharply. What we now want is to use the processes of scientific inquiry in reaching conclusions. We are taught to collect data, to ask questions which relate to them, and to arrive through a rational process at conclusions upon which we can then act. If the conclusions seem erroneous we are ready to utilize the reasoning process once more to reach new conclusions.

The application of this method has had several results which are important in helping us understand new life styles and merging forms of family life. One is that those embracing the concepts which have come with secularization have moved into the position of decision makers, rather than persons who accept and follow commands. Now they do not accept superimposed authority. The secularized person, and that is almost everyone, feels that decisions are strictly his to make. He decides the course of action he wishes to follow. There is little in tradition which causes us to cling to it or which now influences our decisions in momentus matters. As a consequence, what was formerly a breaking away from norms now becomes a risk to be assessed. Recalling my own experience in high school and college, I know that not all of us followed conventional patterns of behavior, but if we broke over, we knew we had "done wrong," for we had been instructed in what was "right" and "wrong." We were violators; we had trespassed. This is no longer true. Generally speaking, we ask what the chances are. We know a risk is to be taken; the question is shall we take it? In deciding, for example, about the use of drugs, or whether or not to have sexual experience if contraceptives are available, people rely little or not at all on tradition. Instead they ask whether they can bring the risk down to a level where they can cope with it. Secularization as it prescribes the nature of acceptable authority makes us all decision makers.

The feeling of independence in decision making provides a sense of control over circumstances and opens the way for experimentation. Young people feel free to try group marriage or communal living; older couples to join swingers' groups or try serial monogamy.

Combine secularization with rapid social change and we have still another consequence for adults who work with youth. As they approach decision making many young people know more about the circumstances and possible consequences they are facing than do the adults who are their advisors. How many adults forty or fifty years of age have spent their entire married life in a group marriage? How many have had long-term personal experience with the use of marijuana or other now-common drugs? How many have lived as children, as adolescents, as adults in a commune? Some current family textbooks by well established authors still discuss communal living in terms of the Oneida community, the Hutterites, the Amish, or other communal societies that existed long ago. Lacking actual experience, the authors had to rely on historical sources. This approach may be of some help, but young people today are living in communes under very different circumstances. Many have a background, at least in experience, that adults do not have. This is one of the facts of life that parents and instructors must face. Before offering advice or concepts of management they must first listen and learn. After that perhaps they can bring their experience and expertise into play.

I learned this the hard way myself. After my son graduated from college in 1967 he came to tell me he was going to Haight-Ashbury in San Francisco to live there, at least for

a time. He didn't ask my advice, he informed me. And had he asked my advice, what could I have told him? The situation at Haight-Ashbury was foreign to me. I told him that if he went I wanted him to know I went with him emotionally. Sometime later he invited me down to spend some time in his "pad." I went twice for a total of 9 or 10 days. I went determined to listen, not to talk until I was invited and had something I felt worth saying. My silence didn't last long, for I was soon drawn into the conversation, but for me, it was a valuable and worthwhile learning experience in becoming acquainted with a different life style.

A second force is the belief which has grown out of our psychological and physiological teaching that each person should realize his full individual potentialities. I accept this as a sound concept, but again it has consequences for understanding alternate life styles. The concept that every person should realize his full potentialities has resulted in a number of "movements," as they are currently called. They are exciting movements, sometimes upsetting, but however one regards them, they are certainly altering patterns of living. The Womens' Liberation Movement grows directly from this concept. Now I am hearing of the Mens' Liberation Movement. This is logical, for men need liberation too. Both sexes have been and still are hemmed in and discriminated against one way or another. What we must ultimately do is to combine these movements into a genuine Human Liberation Movement. The same concept is basic to the Black Movement, the Gay Liberation Movement, and similar movements among other minority groups.

The force which calls for a person to realize his full potentialities has revealed still another need. Many individuals in minority and oppressed groups feel they have not attained a full and accepted self-identity in society as a whole. This has its influence on the spectrum of life styles.

An illustration comes from the civil rights movement which has relieved some of the oppression and discrimination experienced by the Blacks. When the civil rights effort began I was elated, for it appeared we were moving toward a full integration of Blacks into our society. Instead we have at this point a Black Movement. It is becoming apparent that Blacks must first find self-identification as Blacks, before they are ready for any extensive integration. Once this identification has been achieved, then perhaps full and unselfconscious integration will be possible. The same holds true for various other movements. Members of these groups express their need for identity quite clearly, "Black is beautiful." Among the homosexuals it is "Gay and Proud." An article I saw recently was titled "I am a Lesbian and I am Beautiful." Thus certain groups who have felt somehow excluded from the mainstream of life are searching for an identity. They are at the same time setting up various life styles of their own. Some live together without marriage, some segregate themselves from other groups. We have homosexual associations or marriages, sexual freedom movements, and other models seeking to establish an identity which they have heretofore lacked.

The proliferation of life styles which has developed as people reach for their full individual potentialities has in turn led to high expectations that changes can be easily achieved. "If things are unsatisfactory, change life styles," they are told. These unrealistic expectations will surely result in considerable disillusionment. The April, 1973 issue, a mental health newsletter of the "New Outlook," is titled "Choosing New Life Styles." It is not "Can you choose a new life style?" The definite implication is that one can change life styles if he chooses. A couple of paragraphs will give the tone of the discussion.

> Dissatisfied? Restless? Bored? Wondering "what's it all about?" Perhaps it's time for a change; for a new lifestyle. Discontent strikes when you've digested all the "lessons" your situation can teach you on your pathway through life. Or when you're wasting your best potentials for meaningful living.
>
> Further on the speaker says to prosper in our new life style we must first want to let go of the old. Okay, we start imagining ourselves in our new role. Take time every day to picture each detail of your exciting new life. Make vivid mental images. How will you look? What clothes will you wear? How will your hair be combed? How will you walk, stand and gesture? Who will you talk to? What will you say? How will they react to you and how will you respond to them . . . .?

> Many a man and woman blossoms anew long after middle age. Grandma Moses is but one spectacular example of a Golden Ager who started to paint in her mid-seventies, and made art history after retiring from her lifelong role as a homemaker.

No one, I suspect would depreciate efforts to change unsatisfactory aspects of one's life, but expectations may be quite out of line with reality. Changes in life style are made to sound quick and easy. Personally, I haven't found them quite that way. If unrealistic expectations do exist, they certainly have implications for those working with family management.

The reconceptualization of sex is a third and major factor. Several considerations are operating here; I will call your attention to three.

The first is the declining importance of rigid sex roles. What we are now experiencing is a merging, a greater and greater overlap between what were formerly rigid male or female patterns. This comes about as women increase their educational achievement and enhance their power. John Scanzoni, in his book "Sexual Bargaining," insists that women in order to find equality and erase discrimination must increase their power through education, increased earnings, more important work. I am clear that things do work this way. My wife has been a teacher with a full education in her own right. It is obvious what this has meant to her in terms of her life style and in terms of the power she has in our relationship.

Personally, however, I would like less stress on equality and more concern as to how individuals, male or female, may realize their own potentialities for creativity and joyous living. I'm never quite sure what equality means. The students in my marriage classes used to say that equality comes when everything is on a 50-50 basis. I always responded by saying that this takes a tremendous amount of bookkeeping. I'm less concerned with equality, much more with recognizing each person as an individual with the potentialities of exercising a variety of capabilities. Obviously this means that gender identification may not have the significance it used to have. One of the magazines I enjoy reading is The Futurist. The April, 1973 issue is devoted to "Man-Women Relations in the Future." An article by Herbert Otto about the lessening importance of gender identification says:

> In the choice of wearing apparel, mode of wearing the hair and type of occupation, both sexes will have unparalleled freedom in crossing the gender barriers which exist today. Gender will not be the main component for the recognition and assessment of a person, as is the case today. In the new society, recognition of the uniqueness of the person will be primary, and the gender of the person will not be used as a filter which colors the beholder's perception of that person's unique individuality. The major ideal model in the society of the future will not be marriage, children, and a house in the suburbs, but rather the experiencing of a series of deep and fulfilling relationships and varied environments viewed as a continuous adventure.

Here is a man who has given much time to the study of human relations saying that gender differences will not be nearly so important in the future. When a child is born we customarily ask first, "Is it a boy or a girl?" We'll probably continue to ask this question, but clearly we're going to be much more interested in helping individuals from infancy on to become creative, able to express themselves in various ways as through the arts, able to enjoy leisure and the pleasure of their own bodies. We will be interested in developing compassion, insight, empathy, a sense of justice, an ability to inspire. Without these capacities people will miss the satisfaction which technology and science can bring.

Let me add a second consideration to the reconceptualization of sex--the lessened importance of and reliance upon sexuality for procreation. There are several important reasons for this. First is the matter of population limitation--how many people our

earth can support. This is an issue with which you are all familiar. Second, the declining use of sex for procreation and the lessened importance of children as economic assets change the value of sexual fidelity. Sexual fidelity was important when having many children was a way of getting the work of the world done, in a handicraft, or an agricultural society. It was stressed then, particularly by men. When fidelity was strictly observed, the male could know which children were his, and also the line of descent for inheritance was clear.

Finally there is now a sense of control over sexuality which brings the whole matter of procreation under rational control. Reproduction becomes a matter of choice rather than chance. The following situation will illustrate this point. After seven years of marriage a professional couple I know have recently had a child. In early years of marriage they consciously and successfully guarded against conception. When they decided they were ready for offspring the wife went to a gynecologist, had a physical examination, and received instructions on exactly how and when conception occurs. She learned how to determine the time of ovulation through readings of rectal temperature. The couple was advised to avoid intercourse, so the husband would have an adequate supply of sperm. When the wife's temperature reading indicated ovulation had occurred, they had intercourse once, and conception occurred at that time. They hope to have one more child, and plan to utilize the same technique. If they are equally successful the second time, here may be a couple married for years before and after the coming of children, who have used intercourse twice for procreation. The rest of the time they have consciously used their sexuality for other purposes in their marriage--recreation and play, communication, to enjoy the sensousness of their bodies.

This sense of control is enhanced by discoveries and developments growing out of research in the field of biological reproduction. Astonishing mind-boggling concepts emerge as one reads the literature. There are people today who have never cohabited yet have become parents through such means as artifical insemination and fetal transplants. Clearly the whole matter of sexuality in male-female associations must be viewed very differently than before.

The fourth force is the increasing dehumanization in our society. Here we face a genuine paradox. Many of us live in a congested urban society where, though there are many bodies about, people are essentially lost and isolated. They become numbers, digits on a computer. Mobility is common enough that many are never able to root themselves in a community or build lasting friendships. Recently I saw a cartoon of a cemetery filled with tombstones on which there were no names, only social security numbers. Counselors often feel that many of the people with whom they work have developed the capacity and preference for superficial associations which come about quickly and can be dropped easily.

Certain consequences follow. One is the need many people feel for experiences in closeness and intimacy. In The Futurist article just quoted Otto spoke of the search for "instant intimacy." One sees this search going on in many encounter groups or senstitivity awareness workshops. Here I speak sympathetically, for I have attended several of these workshops, both to understand them and for my own personal needs. I found them meaningful, for they helped me in reaching out, and they heightened my general awareness of others.

As I was leaving for this meeting I received a flyer describing some workshops to be held this summer. Let me read descriptions of three of them. One is an Intimacy Workshop. It is described as follows:

> A primary difficulty for most persons is to relate intimately to others. In this workshop, we will explore ourselves--our disabling fears, our depressions, our hostilities, our open, "warm fuzzy" feelings--and our relationships with others, especially feelings which inhibit and fail to promote intimacy.

Another is a Massage: Touch--Awareness and Care-Stroking workshop. It emphasizes

> . . . non-verbal communication--weather permitting, in the open sun. We will learn basic massage techniques and be encouraged to develop our own style and rhythm. Massage is an exciting body process, and it is a new way toward finding body awareness, relaxation and caring.

Still another is titled I've Never Been in a Group Before, with this description:

> This is a real "touchy-feelie" for persons new to group processes. Gestalt, encounter and sensitivity techniques will be used to form group awareness, particularly to develop a sense of inclusiveness. A joy-being, enjoying, enjoyable experience.

These workshops are held throughout the United States. I mention them because I think they reflect, in part, the consequence of the dehumanization and so in turn contribute to the spectrum of life styles we are seeing.

I could mention still other forces, but these will help in understanding some of the life styles, which are now evolving. I would like now to comment on various other life styles beyond those already mentioned.

A longer life span than that of men leaves many women alone in their later years. Fewer men are isolated because of the loss of a spouse. Female or male emotional needs are still present, and it is out of these needs that suggestions come for polygamous arrangements, especially at the end of life. Some older couples, we often note, live together unmarried because they might otherwise lose welfare payments. Thus the legal system affects life styles, though I had had in mind emotional aloneness and the need for intimacy, a need which we must remember, is not confined to the elderly.

A book Group Marriage by Larry and Joan Constantine was published earlier this year. It deals with "multilateral marriages," that is, "marriages" of three or more people. They found more than 100 such marriages, corresponded with and met participants in 30, and did extended research on 11. Most of the marriages involved three or four partners. One hundred adults were found in the 30 marriages on which statistics were given, over two-thirds of the partners being between the ages of 19 and 32. Only six percent were between ages 42 and 59. A large majority had some college education, about 60 percent had bachelor's degrees or above. Within these marriages there were 26 children. The three most common problems listed were communication, friction involving personalities, and jealousy. The book deals with such matters as who exercises control and how, children, health, sex, money, and community relations.

Especially interesting are the definitions. For example, if a group sees itself as having a clearly defined identity apart from the rest of the society the Constantines consider it a family. Their conclusion is that presently "The impact that emerging marriage and family forms have on the great bulk of contemporary families is slight. But we believe that their impact on tomorrow's families will be enormous."

Intentional families or cluster families are numerous. Here each family ordinarily maintains its own residence, but finds advantages in pooling money to purchase such items as cars and lawn mowers in common, rotating the care of children, eating some meals as a group, or enjoying the opportunity for rap sessions with others.

Movement at this point is back to the extended family. If it cannot be achieved with uncles, aunts, grandparents, and assorted cousins, it may be attained by combinations of peer group couples who feel the same needs and are looking for the same advantages.

Efforts have been made in certain state legislatures to legalize some of the aforementioned life styles. I am definitely not abreast of these developments, but I do know that in Wisconsin a bill permitting polygamous marriages has been introduced in two consecutive sessions. The Minnesota legislature has been asked to legalize homosexual marriages, and the same males who fought for homosexual marriages in Minnesota carried their fight to the platform committee of one of the presidential nominating conventions. There was a bill before the Maryland legislature providing for marriages in two steps. The first step was probationary; at the end of a certain period the couple could decide if they wanted a permanent marriage. At this point none of these efforts has gained favorable legislative action.

Another life style being discussed is single parenthood. Heretofore this has usually involved a divorced person--usually a woman--who has been granted custody of her child. Socially we have not given serious consideration as to whether a person who is permanently and by choice unmarried should have custody or be able to adopt children. Yet, in Portland, Oregon there are two unmarried adoptive fathers. One has two adopted boys, the other one boy. In the latter case placement was made by a state welfare agency. I also know that a number of other unmarried men, perhaps as many as 40, have adopted children. Unmarried fathers have also applied for the custody of their children, though again I am not thoroughly familiar with what has occurred. Furthermore the composition of families is being changed by movement across racial lines. Many interracial marriages and interracial families are being created by adoption, including all possible racial combinations.

Most students seem convinced, as I am, that the consecutive nuclear family will be the predominant family form. I use the word "consecutive," for clearly there will be more and more people having two, three, or four spouses during their life time. Even now this is not uncommon.

Finally, I would like to mention certain other factors of which we need to be aware if we are to deal effectively with management problems arising from diverse life styles.

First, we need to be concerned with the development of a moral-value system which does not assume the existance of a particular family marriage structure. We need one which cuts under organizational structure and reaches that which is common to all men, namely their need for individual fulfillment and respect, and their sociality. We need a value system, too, which has universality for the one world into which we are moving. This is a matter of great importance. A value system geared to a society in which there is a spectrum of life styles must dig deeper than any value system we have had heretofore. It cannot be merely a blueprint for behavior; a code saying this act is right, that one wrong. It must concentrate on the processes whereby people can relate effectively to each other. What is needed in essence is a moral climate, not a moral code. Since we need to be interested in processes of relating, not in categorizing acts, I have expressed it this way in my writing:

> Whenever a decision or a choice is to be made concerning behavior, the moral decision will be the one which works toward the creation of trust, confidence, and integrity in relationships. It should increase the capacity of individuals to cooperate, and enhance the sense of self-respect in the individual. Acts which create distrust, suspicion, and misunderstanding, which build barriers and destroy integrity are immoral. They decrease the individual's sense of self-respect, and rather than producing a capacity to work together they separate people and break down the capacity for communication.

This concept can be put in chart form. When it is, it reads this way:

BASIS FOR MORAL JUDGMENTS

Those actions, decisions and attitudes are: which produce	
1. increased capacity to trust people	1. increased distrust of people
2. greater integrity in relationship	2. deceit and duplicity in relationships
3. dissolution of barriers separating people	3. barriers between persons and groups
4. cooperative attitudes	4. resistant, uncooperative attitudes
5. enhanced self-respect	5. diminished self-respect
6. general attitudes of faith and confidence in people	6. exploitive behavior toward others
7. fulfillment of individual potentialities and a zest for living	7. thwarted and dwarfed individual capacities and disillusionment

Second, we need to be concerned with the relationship between the United States and the rest of the world. In the many conferences I have attended I have often been disturbed at the way we seem to assume either that American problems are strictly our own and no one else's or perhaps that our problems are likewise those of the rest of the world. Up to this point I've assumed the same thing in my presentation. There's more to the world than the United States. The goals and aspirations of other cultures aren't always the same as ours. We can afford to experiment with diverse life styles because we have solved the problem of survival reasonably well. But when one looks at the Third World where people live in poverty and are continually facing deprivation, we can sense a desperation foreign to us. Their living conditions are miserable, bordering on hopelessness. Survival problems are much worse than ours, worse probably than we can ever know, and this has significance for exploration of life styles.

Developing diverse styles of living into successful patterns requires enough freedom from the stark struggle for survival that people can experiment. Openness in communication and accepting, flexible attitudes are essential. Can these be attained in a world where there is so much misery, where the threat of pestilence and starvation exist and where the globe is already divided into hostile camps by various crucial issues? I can't tell you, probably no one can. However I do caution against assuming that diverse styles of living, especially those based on opulence and freedom to experiment, can maintain themselves when so much of the rest of the world is struggling simply to live one day at a time. Our forgetting the underlying conditions which permit experimentation and diversity can well result in error, if not disaster.

Third, there is a definite polarization, even in our own society. We can argue for multilateral marriages, marriage in two steps, the Womens' Liberation Movement or full acceptance of homosexuals and legalizing homeosexual marriages, but plenty of people will oppose all this violently. As such matters are more and more widely discussed the polarization of our society is likely to increase. This is a public relations issue to which considerable attention must be paid.

Finally, dealing with new and different life styles will require genuine empathy and insight into motivations. It's fairly easy to describe structures, but one must understand the motives of those who utilize them in order to be helpful. Perhaps I can make my point clearer if I use cross-cultural illustrations.

I have a friend who has worked with the State Department in the aid program for developing nations. He and his wife have described an experience they had when they were assigned to an African country. Once familiar with the language, they went into the hinterland to get acquainted with the black natives. At one point a native group offered to exchange one of their children for my friend's eight-year-old daughter. We didn't discuss the possible motives of the Africans, but reflecting on them becomes quite interesting. Perhaps here the Americans were dealing not with a family, but with a tribal situation where the children belonged not so much to the biological parents but to the tribe as a whole. Under these circumstances possession of children could have a quite different meaning than in the nuclear family. Perhaps having a child with a white skin had some kind of particular or precious meaning to them. Unquestionably there are other motivations. But think about them! It's an interesting exercise.

The second illustration I came across in 1971 in the Philippines. Here I heard about the rural reconstruction program and its efforts to improve health conditions in the barrios. For one thing the workers encouraged farmers to build toilets. This turned out to be more of a task than was anticipated. The people living in barrios had used the bushes for toileting for years, so they apparently didn't see much use in building toilets. At one point, however, an American was coming to visit a farmer, and the rural reconstruction worker thought this would be the opportunity to get him to build one. The worker told the farmer that this visitor might need a toilet, and if there wasn't one what would he do? Almost overnight a new toilet appeared. When the visitor came he did want a toilet and the farmer was able very proudly to show him his newest acquisition. The worker thought he had the problem solved, but when he went back several weeks later the toilet was locked and out of use. When asked why, the farmer said it would be used when the next American

visitor came. In this situation the reconstruction worker was short on empathy and substituted his motivations for those of the farmer.

The ability to empathize, to reach across to others, to assess motives accurately, will be very important as you work with the changing spectrum of life styles.

Your program indicates that following my talk you plan to break into seven groups to discuss life styles. The topics announced, however, seem to be essentially those we have typically used, so in closing I plan to suggest one or two questions for each group which I hope will lead more directly into a discussion of life styles.

Aging: Would you see any problem, advantages, or disadvantages in polygamous associations for older persons, whether married or unmarried? What problems of management will arise as more and more people live to be a hundred or over?

Group living: How would the decision making processes arising in a commune differ from those arising in a group marriage, with an unmarried couple living together, or in the traditional nuclear family?

Employed homemaker: In the case of an employed wife who has had a child, is paternity leave, as against maternity leave, a way of satisfactorily caring for the newborn infant? Some of the Scandinavian countries do provide paternity leave.

Low-income families: Which of these alternate family forms would you favor for a low-income family: group marriage, communes, the intentional or the cluster family?

Handicapped homemaker: Would you think it advisable here to suggest a reversal of the traditional male-female roles? How would the nature of the handicap affect your thinking?

Affluent families: Where would be the best points for affluent families wishing to lower their level of income to start cutting?

Single parenthood: How would you appraise single parenthood involving unmarried persons, either male or female, homosexuals, or divorced persons, who have been given custody of a child or children?

As you become more and more immersed in dealing with alternate life styles you are likely to face some perplexing choices. You may find yourselves in the same position as the King of Siam in the musical, "The King and I." The King had brought a governess to his court in Siam, and her ideas were making such profound changes that the King, and those surrounding him, were not quite sure how to cope with them. So in the song "Puzzlement" the King sang this couplet:

> "Sometimes I almost think I am not sure of what I absolutely know,
> Sometimes find confusion in conclusions I concluded long ago."

I think you may well find this true.

DETERMINANTS OF THE EMPLOYMENT STATUS OF THE WIFE-MOTHER

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In the World War II effort the importance of women in the labor force was widely recognized. The percentage of women in the civilian labor force reached a peak of 36 percent during World War II but dropped to 28 percent by 1947 (1). Then the percentage increased steadily to 38 percent in 1970 (2). Since the late forties, the percentage of women in the female labor force as a percentage of all women also has increased. The most important factor in the growth of the female labor force has been the increasing tendency of married women to go to work.

The labor force participation rate of married women with husband present has increased from 22 percent in 1948 to 41 percent in 1970. The participation rate has increased irrespective of the presence or absence of children in the family and irrespective of the ages of the children. For example the participation rate of those with no children under 18 years of age increased from 28 percent in 1948 to 42 percent in 1970, while the rate of those with only children six to 17 years of age increased from 26 percent in 1948 to 49 percent in 1970. In addition, the participation rate of those with children both under six and six to 17 years of age increased from 13 percent in 1948 to 31 percent in 1970, while the rate of those with only children under six years of age increased from nine percent in 1948 to 30 percent in 1970 (3).

Many reasons of a demographic, economic, and social nature have been given both for the relative increase of women in the labor force and for the relative increase of married women with husband present in the labor force. Not only has the total population increased during the past 30 years, but the proportion of working-age women to working-age men has also increased. During this period the educational level of women has increased; hence, they should be better qualified for employment as the demand for labor has increased. Women, particularly married women, have been in a better position to seek outside employment during this period as a result of both the decline in home production activities and the increase in labor-saving devices in their homes. In addition, public attitudes concerning the employment of married women have changed, and these more favorable attitudes have been reflected in the passage of laws and the establishment of government programs affecting working women (4).

The significance of women's contribution to the economy is not limited to their contribution as workers. Their substantial earnings have made it possible for families to buy material goods and to achieve higher standards of educational and health services. The higher level of consumer spending has helped to accelerate the expansion of the economy which has made a large number of jobs available.

A review of the literature indicates that many studies, both of a macro and micro nature, have investigated differences between working and non-working married women. Socioeconomic variables have received the primary emphasis. For example, studies have investigated the effect of age of children (5), number of children (6), presence or absence of children (7), husband's earnings (8), wife's age (9), wife's education (10) and race (11) on the employment status of the wife-mother. In addition, some studies have investigated the effect of the husband's attitude on the employment status of the wife (12). Still other studies have investigated the effect of certain personality characteristics or sociability characteristics (13) on the wife's employment status.

It is helpful to approach the study and explanation of differences between the working and non-working wife-mother through the use of marginal utility theory. Since the family is both a consuming and producing unit, the wife-mother's decision concerning her employment status will be affected by how strongly the family values successive units of money compared with successive units of leisure and of home-produced goods and services. The decision for the wife-mother to work is also affected by the way the family feels about her working and by the way "the household links the distribution of goods among its members to the tasks each performs" and by the allocation of each person's time (14).

The objective of this study was to determine the relative importance of specific socio-economic, employment and education attitude, child and home-related, perception, sociability, expectation and aspiration, satisfaction, and parent-related variables in explaining employment status of the wife-mother. This study differed from other known studies by including many social and psychological variables not previously used and by using a method of successive elimination of variables, first on one-half of a sample and then on the other half, to arrive at a final regression.

The source of data for this study was the 1970-71 Survey of Life Styles of Families. The data were collected at the University of Illinois as part of the Illinois Station's contribution to the NC-90 interregional research project--Factors Affecting Patterns of Living in Disadvantaged Families. Data were available for 564 "typical" families (state sample) and 287 "disadvantaged" families (regional sample) in the Champaign-Urbana, Illinois area. In order to limit the variability in selected socioeconomic characteristics of the family, eligibility for inclusion in this study was restricted to nuclear families, to families with at least one child under 18 years of age, and to families where the mother or mother-substitute was under 65 years of age. Consequently, in this study the state sample consisted of 488 nuclear families and the disadvantaged sample consisted of 191 nuclear families.

The total sample of 488 nuclear families was divided into two sub-samples in order to reduce search bias. One sub-sample was used for analysis, while the second sub-sample was used for validation. The division was accomplished by stratifying the families by husband's occupation and employment status of the wife, and then using a random procedure to separate the two sub-samples. The sub-samples contained equal numbers of working and nonworking wives.

The general hypothesis was that working wives would differ from nonworking wives in selected social, psychological, and economic characteristics. The general hypothesis and more specific hypotheses were tested through multiple regression analysis so that the effect of each independent variable on the employment status of the wife-mother could be analyzed while holding the other variables constant. One hundred thirty independent variables were divided into eight groups (socioeconomic, employment and education attitudes, sociability, parent-related expectation and aspiration, perception, child and home-related, and satisfaction) for use in multiple regressions.

The findings of this study support the general hypothesis that working wives differ from non-working wives in selected social, psychological, and economic characteristics. These results make an important contribution toward understanding the determinants of the employment status of the wife-mother for several reasons. First, statistically significant beta coefficients were obtained for one socioeconomic variable, three perception variables, four employment and education related attitude variables, three sociability variables, two satisfaction variables, and one expectation and aspiration variable.

The results suggest that not only socioeconomic variables, which have been used almost exclusively in other investigations of this topic, but also sociological and psychological variables should be seriously considered for inclusion in future studies. In addition, the findings of this study suggest that the employed wife is more likely to be family centered and less "friend centered" than the non-employed wife. The employed wife is more likely to be working in order to bring about a change in the standard of living than the non-employed wife. The employed wife is more likely to be satisfied with her husband's attention than the non-employed wife. Since these variables in this study are important determinants of the employment status of the wife-mother, the indication is that they should be investigated further.

The single most important variable in explaining the wife's employment status was the wife's perception of her husband's attitude. The wives who perceived their husbands as having a favorable attitude about their working outside the home were more likely to be working than the wives who perceived the attitude as being negative. The age of children was a deterrent to the wives being employed; however, the level of statistical significance was not as high as the level for the variable concerned with the husband's attitude.

In future studies on this topic, it is suggested that a variable of the wife's perception of her children's attitudes toward her working be added. This suggestion is based on the importance of the wife's perception of her husband's attitude in explaining the employment of the wife-mother as found in this study. It is also suggested that future studies include personality variables. Continuing investigation of the topic will contribute to an understanding of the determinants of the employment status of the wife.

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3. U. S. Bureau of Labor Statistics. Handbook of Labor Statistics, Bull. 1705. Washington: U. S. Government Printing Office, 1971, p. 49.

4. U. S. Department of Labor, op. cit., pp. 9-10.

5. See Durand (1948); Taylor (1952); Rosett (1958); Nye (1958); Weil (1961); Morgan (1962); and Hacker (1961).

6. See Turner (1952); and Cain (1966).

7. See Turner (1952); Durand (1948); Lebergott (1958); Kievit (1968); Mahoney (1961); and Sobol (1960).

8. See Belloc (1950); Long (1958); Perella (1968); Mincer (1962); Bowen and Finegan (1965); Sobol (1960); and Hacker (1961).

9. See Lebergott (1958); Morgan (1962); and Hacker (1961).

10. See Long (1958); Perella (1968); Bowen and Finegan (1965); Rosett (1958); Nye (1958); Morgan (1962); Cain (1966); and Sobol (1960).

11. See Durand (1948); Perella (1968); Bowen and Finegan (1965); and Morgan (1962).

12. See Weil (1961) and Hacker (1961).

13. See Greenberg (1961).

14. Willian G. Bowen and T. Aldrich Finegan. The Economics of Labor Force Participation. Princeton, New Jersey: Princeton University Press, 1969, p. 17.

HOME MANAGEMENT AND SINGLE-PARENT FAMILIES

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In our pluralistic society, a variety of family life styles coexist--some by choice and others by circumstance. In order to actualize the concepts in home management, the home economist must identify the needs of each life style by examining the characteristics that distinguish the group. Home economists must identify each life style's management problems and then find ways to implement the concepts that are relevant to the group and that will improve the quality of family life.

The Single-Parent Family

The single-parent family, as a life style, is increasing the needs consideration. The growing incidence of the single-parent family may be attributed to one or a combination of the five "D's": death, desertion, disease, desire, or divorce reform. According to the 1970 Census about one out of ten heads of households is a woman. Add the households headed by men who are widowed, divorced, or single and we are speaking of a sizable group of single-parent families.

The home economist asks, "Are there characteristics of single-parent families that make their management situation unique? If so, what are these characteristics? How does home management differ in the single-parent family?"

Decision-Making

If we accept values as being basic to the decision-making process, it is easy to understand that decision-making may be a stressful task for the single parent who is unable or unwilling to take responsibility for the consequences of the decisions he or she makes. This is especially true in cases where a spouse is deceased and the surviving parent tends to weigh alternatives in view of both sets of values, without the feedback from the other parent. However, in cases where there has been a divorce or value conflicts, the directly opposite situation may exist--the single parent may welcome the freedom to make his or her own decisions. Decision-making is further obstructed by internalized role expectations. For the single parent there is a wide gap between what society expects a family to be, what the single-parent family is, and what is best for that family.

Therefore, the change to home management in working with single-parent families is to teach the decision-making process by first helping parents to develop a positive self-concept that frees them to make responsible decisions and to accept themselves and their family life-style as it is.

Goals

Flexibility in decision-making is required of the single parent because goals need to be reevaluated continuously. The single parent needs a life plan.

> What are my short-range goals?
> What are my long-range goals, for now?
> What other possibilities are there for long-range goals?

Short-range goals include management of the family during short periods of time (such as until school is out), or during the completion of certain projects, such as planning a vacation or saving to buy durable goods. Long-range goals are the plans that affect the family over longer periods of time, such as where to live, whether to rent or buy, or saving for children's education.

These long-range goals should be reexamined periodically to see whether or not they are still family goals and whether the family is working toward them. This reevaluation is important because goals can change and lose their family relevance. For instance, home

ownership will have a different significance at different stages of the family life cycle. The family life style, single parenting, should be reexamined; marriage or remarriage may need to be a goal. Often education or training for the parent will take priority over savings for children's later education. Therefore, as long-range goals change, definite plans to reach these goals should be outlined--even plotted on the parent's time line. Single parents cannot afford to let life just happen.

Conserving Scarce Resources

The most obvious scarcity in the single-parent family is a human resource--the absence of one adult member. The absence of the second adult results in a scarcity of physical and emotional energy. The single-parent family has lost one characteristic of marriage: a division of labor. Although the division of labor in our society is no longer necessarily sex-linked, some division still exists. The roles and tasks of providing economic support, homemaking, and nurturing are usually divided between the parents. Providing emotional support is a shared responsibility and is a vital resource in the decision-making process.

The absence of the second adult also results in a scarcity of economic income. The U.S. Census states that one in ten heads of households is a woman. According to Department of Labor Statistics for 1970, women's pay is 59 percent of men's and although nearly one-half of all American women are employed outside the home, most of them are married. The census further shows that single-parent families headed by females have a higher incidence of poverty. Consequently there is less money to provide goods and services that the family needs.

Families headed by single fathers fare little better. Even though the male commands the male's salary, the loss of home production, homemaking, child care services, and often a second salary from the mother becomes an economic drain when other resources are substituted.

Time and health are other scarce resources of the single-parent family. Parent time has been cut by 50 percent: from two 24 hours per day to one 24 hours per day. Yet the work load has increased 100 percent. How can a single parent do twice as much work in one-half the given time? The single parent must manage the family so that there is a working equation that balances the use of self (human resources), economics, time, and auxiliary resources, both natural and community services. Therefore, the home economist concedes that the management and use of time and preservation of health are critical concerns of the single-parent family.

Reevaluating Standards and Organization

Society dictates certain standards that are expected in all families: a) families should be economically self-supporting; and b) families should maintain physcially and emotionally healthful home environments. Each family internalizes society's demands and within its value system identifies the standards of family life that it, as an individual family, can live with. It does not matter, however, under what conditions the single-parent family exists; by choice of circumstances, society and the family itself considers the family deviant and/or different from the norm, or at best an alternate life style. Caught in this dilemma the family must reevaluate its standards and organization in view of society's standards, its own values and available resources.

A first consideration in reevaluating standards and organization might be in identifying available resources and the alternative open in their use. For example, a parent, who is prepared to earn a living, may use community child care services if they are available. This same parent might consider community economic support if neither jobs nor child care services are available. This parent's struggle deals with society's standards of economic independence and mother's place in the home.

The single parent also reevaluates the standards for the healthful home environment. The parent seeks ways to manage home work outside the home. The stage of the family life

cycle determines how many tasks can be delegated to children and what tasks will need simplification. In delegating tasks to other family members the parent has the responsibility for teaching. Teaching and learning are time-consuming and the parent must accept the finished product, which may be below previous standards. Yet, this is growth toward independent responsible adulthood. Another standard that single parents reevaluate is the substitution of products and services that may save time but cost more than others that are time-consuming. The parent also seeks ways of conserving energy and maintaining health through good nutrition and healtful routines.

Finally the parent must reevaluate family standards and organization periodically. Just as goals change, so will standards and organization. Standards that families can live with temporarily become unbearable over a longer duration of time. Such reevaluation enables the single parent to examine his or her family attitudes. Does the parent accept his family status? Is the parent comfortable being a single parent and finally, should other alternatives be considered?

Summary

Single-parent families are a diverse group. Some exist by choice, others by circumstance. Some are headed by females, others by males. The way in which the single-parent family actualizes home management concepts is determined by the decisions the family makes about the use of scarce resources. These decisions are influenced by the family's values and its attitudes about self. There can be no one correct way of home management for all single-parent families. Parents who know and can apply the home management concepts to their particular family needs will be able to function as an effective family unit.

In view of the above statement one goal of home management should be to prepare both boys and girls for the dual role of home management and gainful employment. Our responsibility to male students becomes clearer as the male-female roles change. The division of labor is no longer assumed to be sex-linked. Divorce reforms are recognizing that fathers can rear children and often should be awarded custody of them. Therefore, males as well as females should be taught home management concepts. These should include decision-making, goal setting, standards and organization, reevaluation and flexibility, and money management.

It is the writer's opinion that preparation for the dual role of home management and gainful employment will narrow the gap--the cultural lag--between what society expects families to be and what some families are. Parenting as a single-parent is a dual role.

CONFERENCE PROGRAM

ACTUALIZING CONCEPTS IN HOME MANAGEMENT

Thursday, June 28, 1973

1:30 - 4:00 Symposium: "Relevant Concepts of Home Management: Innovations in Teaching"
Presiding: Helen McHugh, Ph.D.
Decision Making: Dorothy Z. Price, Ph.D.
Ergonomics: Fern O. Hunt, Ph.D.
Goals: Kay Edwards, Ph.D.
Standards: Florence S. Walker, Ph.D.
Organization: Nancy Barclay, Ph.D.

Friday, June 29, 1973

9:00 - 10:30 Presiding: Sarah L. Manning, Ph.D.
French Lick - 12 Years Later: Marjorie M. Knoll, Ph.D.
A New Look at Home Management: Francille M. Firebaugh, Ph.D
Reactor Panel: Alice Davy, Ph.D., Alma Beth Clark, Ph.D.
Margaret I. Liston, Ph.D.

10:30 - 11:00 Break

11:00 - 12:15 Panel: Field Experiences in Home Management
Presiding: Carole A. Vickers, Ph.D.
Home Management Residence: Mary Louise Foster
Community Resources: Sara Taubin, Ph.D.
Welfare Department: Mildred J. Brooks
Applied Research: Alpha H. Jones, Ph.D.

12:15 - 1:30 Lunch

1:30 - 2:30 Discussion Groups
Home Management Residence: Mary Louise Foster, Leader
Community Resources: Sara Taubin, Ph.D., Leader
Welfare Department: Mildred Brooks, Ph.D., Leader
Applied Research: Alpha Jones, Ph.D., Leader

2:30 - 3:00 Break

3:00 - 5:00 Symposium: Technique of Teaching Home Management
Presiding: Janet Wilson
Case Studies: Geraldine Gage, Ph.D.
Simulation: Dorothy Larery, Ph.D.
Individualized Instruction: Bea Rystad, M.S.
Computer: Assisted Problem-Solving: Frances Magrabi, Ph.D.
Lucille Mork

7:30 - 9:00 Workshop in Techniques of Teaching Home Management
(an opportunity for section members to share their successful techniques)

Saturday, June 30, 1973

9:00 - 10:15 Presiding: Alma B. Clark, Ph.D.
Spectrum of Life Styles: Today and Tomorrow, Lester A. Kirkendall, Ph.D.

Reactor Panel:
Moderator: Lois O. Schwab, Ed.D.
Ann S. Bardwell, Ph.D.
Alma Beth Clark, Ph.D.
Elizabeth W. Crandall, Ed.D.

10:15 - 10:45	Break
10:45 - 12:00	Group Discussions: Spectrum of Life Styles
	Aging: Alice Davy, Ph.D.
	Group Living: Elizabeth Crandall, Ed.D.
	Employed Homemakers: Joan M. Sampson, Ph.D.
	Low Income Families: Mildred Brooks, Ph.D.
	Handicapped Homemakers: Ann Bardwell, Ph.D.
	Affluent Families: Carolyn Ater, Ph.D.
	Single Parent Families: Louise Bates
12:00	Adjournment

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Nancy Barclay
Ann S. Bardwell
Louise Bates
Doris Beard
Mary Beasley
Joanne G. Beckmann
Helen E. Bell
Maureen Blankenberger
Martha Lee Blankenship
Mildred J. Brooks
Emily E. Carpenter
Marilyn Chase
Charlotte Churaman
Alma B. Clark
Zelia S. Coleman
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Janice Woodard
Anna Yost
Louise Young

END